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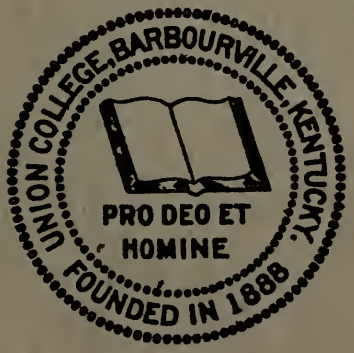
Annual Bulletin

of

Union College

1917-1918



20774

Barbourville, Kentucky

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY ADMINISTRATION BUILDING MEN'S DORMITORY

Annual Bulletin

of

Union College

1917-1918

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Barbourville, Kentucky

CALENDAR

1917

Tuesday, September 18----------Fall Term Opens
Thursday, November 29----------Thanksgiving Day
Friday, December 21----------Fall Term Closes

1918

Wednesday, January 2----------Winter Term Opens
Saturday, March 16----------Winter Term Closes
Tuesday, March 19----------Spring Term Opens
Wednesday, May 29----------Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1917

Rev. E. P. Hall.....Latonia, Ky.
Mr. C. B. Nordeman.....Louisville, Ky.

Class No. 2—Term Expires in 1918

Rev. E. R. Overley.....Covington, Ky.
Mr. J. H. Richardson.....Maysville, Ky.

Class No. 3—Term Expires in 1919

Rev. J. D. Walsh, D.D.....Chattanooga, Tenn.
Hon. Alvis S. Bennett.....Louisville, Ky.

Class No. 4—Term Expires in 1920

Rev. O. J. Carder.....Newport, Ky.
Hon. Fred Howes.....Paintsville, Ky.

Class No. 5—Term Expires in 1921

Rev. F. W. Harrop.....Harlan, Ky.
Hon. Jas. D. Black.....Barbourville, Ky.

Class No. 6—Term Expires in 1922

Rev. F. T. Kelley.....Somerset, Ky.
Mr. A. M. Decker.....Barbourville, Ky.

OFFICERS

Rev. O. J. Carder.....*President*
Mr. C. B. Nordeman.....*Treasurer*
Mr. Alvis S. Bennett.....*Secretary*

Property Committee

Mr. C. B. Nordeman.....*Chairman*
Mr. A. M. Decker.....*Secretary*
Rev. F. W. Harrop Rev. E. P. Hall
Hon. Jas. D. Black

School Committee

Rev. J. D. Walsh.....*Chairman*
Rev. E. R. Overley.....*Secretary*
Mr. A. M. Decker Rev. O. J. Carter
Rev. F. T. Kelley

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Theology, Philosophy and Bible

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

JAY B. KENYON, A.B.

DEAN

Science and Mathematics

A.B., Asbury College, 1913; graduate student at Columbia University, summer session, 1916; assistant in Science, Asbury College, 1911-1912; Professor of Biology, Asbury College, 1913-1914; Professor of Natural Science, Asbury College, 1914-1915; Dean and Professor of Mathematics and Natural Sciences, Union College, 1915-

ABIGAIL E. WEEKS, A.B., A.M.

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

LAWRENCE B. YATES, A.B.

Latin and Greek

A.B., Kentucky Wesleyan College, 1916; graduate work at Kentucky Wesleyan, 1916-1917; taught in Kentucky Wesleyan Academy, 1915-1916, and in Union College, second semester of 1916-1917; head of the Department of Latin and Greek in Union College in 1917-

REV. T. M. ANDERSON

Bible and Homiletics

A successful evangelist of several years and pastor for the past five years. At present pastor of the First Methodist Church, Barbourville, Kentucky; instructor of Bible and Homiletics in Union College, 1916-

AGNES LAIDLAW VANHOESEN

Modern Languages

A.B., Allegheny College, 1917; member of French and German Clubs, conducted entirely in French and German; Department of Modern Languages, Union College, 1917-

ARVA L. BRADY, A.B.

Expression Department

A.B., Cornell College, 1917; graduate of Cornell School of Expression, 1917; public school teacher for three years, and large experience in public reading; head of the Expression Department, Union College, 1917-

JESSICA TARLETON RAINS

Piano, History and Harmony

Graduated from the Music Department of Hayswood Seminary and took a graduate course at the same; studied at the College of Music, Cincinnati, Ohio, under Frederich Hoffman; studied at the Sherwood School of Music, Chautauqua, N. Y.; taught at Hayswood Seminary; private teacher at Maysville, Ky., for five years; piano teacher in the Cincinnati Academy of Music, 1912-1915; teacher of music, Union College, 1915-

VIVIAN G. TRIPP

Voice, Assistant in Piano

Graduated from Albion College Conservatory of Music in Teachers' Course; in Voice under Prof. Harlan J. Cozine, Director, and in Piano under Miss Margherita L. Koch, head of the Piano Department; private piano teacher in Albion and Flint, Mich., and coach for college vocal students; professional accompanist in Albion Conservatory for two years. Teacher of Voice in Union College, 1917-

MRS. W. S. EDWARDS

Art

Formerly a student under Prof. Ernest Bruce Haswell, winner of Schmiddlapp Scholarship of Victor Rousseau, Academic Royale, des Beaux Arts, Brussels; and of Paul Dubais, Eocle Decoratifs, Brussels; teacher of Art, Union College, second half of 1916-1917; teacher of Art in Union College, 1917-

STANLEY E. WILLIAMS

Violin

Student of the Meridian Conservatory of Music; Pupil under Madam Hull, J. E. Winsorlord, Roy Young, and others; student of Cincinnati Conservatory of Music, under Emil Hermann of Symphony Orchestra. Much experience in Orchestral Work. Instructor in Violin, Union College, 1916-

D. M. HUMFLEET

Normal Department

Attended Union College two years; Normal School and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work two years; at this writing holds the highest grade certificate in Knox County; Principal of the Normal Department, Union College, 1915-

NETTIE CREAL

Sub-Academic

Academic Course and Teachers' Training Course, East Lynn College, Buffalo, Ky.; Teachers' Training Course, Private Normal, Hodginsville, Ky.; Commercial Course, Bryant and Stratton Business College, 1911; taught twelve years in public schools; teacher in Bryant and Stratton Business College, 1912; head of Shorthand Department Union College, Branch of Bryant and Stratton Business College, 1913-1914; Principal of Sub-Academic, Union College, 1917-

HORTENSE KELLEY

Typewriting, Penmanship and Office Secretary

Graduate of Union College School of Stenography and Typewriting, 1916; Office Secretary and Teacher of Typewriting and Penmanship, Union College, 1916-

GEORGE W. THOMAS

Assistant in Academy Mathematics

CARL W. HAGGARD

Assistant in Science Laboratory

OFFICERS OF ADMINISTRATION

EZRA T. FRANKLIN.....*President*
J. B. KENYON.....*Dean*
ABIGAIL E. WEEKS.....*Librarian*
HORTENSE KELLEY.....*Office Secretary*
LAWRENCE YATES.....*Disciplinarian at Men's Dormitory*
MRS. E. J. LANGDON.....*Preceptress at Fanny Speed Hall*
MRS. WILL GREGORY.....*Matron at Men's Dormitory*
MR. WILL GREGORY.....*Asst. Disciplinarian at Men's Dormitory*

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College, It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopal South, and the Methodist Episcopal have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable build-

ing erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and the handsome Men's Dormitory was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, now Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of Presi-

dent Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for a balance on the annual budget and a larger campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget was met in full by conference of last year, and a good start has been made on the larger financial campaign.

Two revivals, one in the fall term and another in the winter term, resulted in the conversion of nearly all the students hitherto unconverted.

Rev. J. N. Eason, D.D., of Trinity Church, Louisville, held the second revival, and the town was greatly edified as well as the school.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and the Sophomore year will be added in 1917-18.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual develop-

ment; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The campus comprises about eight acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each

other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use. A small monthly fee is charged for this latter convenience.

YOUNG MEN'S HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

STEVENSON COTTAGE—This building bears the name of the honored first President of Union College. It is used

as a dwelling, being occupied by the Superintendent of Buildings and Grounds.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells within the building.

EQUIPMENT

Library—The Speed-Stevenson Library, containing over two thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College, The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

This year we are in receipt of two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collec-

tion of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for fifty individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for about fifty individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horse power electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and acces-

sories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns six pianos, two of them being in the Chapel and kept tuned together for recital purposes. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Young ladies under eighteen residing in Fanny Speed Hall are not permitted to receive calls from young men, except by written request from the parents addressed to the Preceptress. In all cases the administration reserves the privilege of final decision. No parent should undertake to grant to the student with us any permission which might interfere with the school duties but should concede to the administration the right of control while in school.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and

women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President. We are prepared to take care of all who come; as we are responsible for them, we prefer to keep them under our care.

All students must be in their own rooms after 7.00 p.m.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted sing-

ing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian usually becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks and sleeves above the elbows be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a

reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, 95-100; B, 85-94; C, 75-84; D, 70-74; K, means condition; F, failed. No completed course will be marked K. Only a continued course will be marked K when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Only one D each term

may be credited toward graduation. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

Grade A means *excellent;* grade B, means *good;* grade C, *fair;* grade D, *passed.* Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelphian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church. Since ministerial students pay only one-half literary tuition this fund furnishes sufficient income to help several students each year.

The Board of Education has ruled that this money may be spent for tuition only and it shall be given on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance and who has promise of making a useful man, will receive one of these scholarships, paying his tuition, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS

After dropping athletics for a year or two, in order to make some corrections and to get started on a strictly collegiate basis, Union College is entering interscholastic and intercollegiate athletics. This year the basket-ball and baseball teams have made a good showing and the coming year a splendid season is anticipated.

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-five minute recitations, or four days a week with one hour recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED		ELECTIVES	
Algebra	1½	Solid Geometry	½
Geometry	1	Physics	1
English	3	Physical Geography	½
Latin	3	Botany	½ or 1
or		Zoology	½ or 1
Latin 2 and German	2	History	1
Science	1	German	2
History	1	Physiology	½
		Chemistry	1
		General Science	½ or 1
		Greek	2
		English Bible	½ to 2
		Bookkeeping	1
		Domestic Science	1
		Manual Training	1
		Mechanical Drawing	1
		Economics	½
		Psychology	½
		Music	1 or 2
		Expression	½ or 1

REQUIRED

English Composition and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with

correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

English Classics (*a*)—For Reading and Practice. One unit. The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

Group 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

Group 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

Group 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

(B) INTENSIVE STUDY

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV.

GEOMETRY—The equivalent of Mathematics II and IV.

LATIN—The equivalent of Latin I, II and III.

HISTORY—History I, or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essentials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

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Solid Geometry—One-half unit. The work of some standard text.

Economics—One-half unit. The practical study of some text like Laughlin's Political Economy.

Psychology—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

Bookkeeping—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

Music—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Latin thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the dean, but in no case may the conditioned work be left later than the Junior year of his College course.

ADMISSION TO SPECIAL STUDENTS

Students who desire to pursue special lines of work, and who do not intend to become candidates for graduation, will be admitted to the Academy, College of Liberal Arts, or Theological courses on the following conditions:

1. The regular entrance requirements must be satisfied. But applicants who are not less than twenty-one years of age, after obtaining credit for elementary or "grade" work, and for such other subjects as may be necessary to qualify them for the classes they wish to enter, may, on the presentation of satisfactory reasons be admitted by

the action of the Committee on Standing and Graduation to any class in these departments; provided, that if any student who has been admitted on these conditions afterwards becomes a candidate for a degree, he shall take the omitted examination at least one academic year before the degree is conferred.

2. Before entering the College, students desiring to pursue special work are required to lay before the said committee for approval or modification, a written statement of the end they have in view, the studies proposed for the attainment of that end and the probable period of attendance. Such students will be held as strictly to their accepted schemes of work as are the regular undergraduates to their courses of study.

3. Permission to enter as special undergraduates will be refused to all who fail to give satisfactory evidence of definiteness of purpose, and will be withdrawn whenever the conditions on which it was granted cease to exist.

4. All students whose English shows a marked deficiency will be required to take such courses in English as seem best suited to the student's need.

COURSE OF STUDY

Union College has been running for a time as an A Grade Academy, but the College Courses proper are now being added a year at a time. In 1917-18 the Freshman and Sophomore years are being offered. We write up two years' work, or that of a Junior College. However, we expect to add the other two years before our students get to them. When the full four years of College work is written up the courses will be grouped so as to give major work in Classics, Science, Philosophy, and Literature. Even the College Freshman should choose his foreign language in keeping with his future major. The Faculty is always ready to help in matters of this kind.

GRADUATION AND DEGREES

The College Courses leading to the Bachelor's Degree are based upon four years' work of 16 hours a week throughout. Certain requirements of all students as to amount of English, Mathematics, Foreign Language, Science and Philosophy will be stated in due time. The first two years presented in this number largely cover those points. The full requirements for major work will be presented with the Junior and Senior years.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal

entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

CURRICULUM

College

FALL TERM	WINTER TERM	SPRING TERM
English V.....3	English V.....3	English V.....3
Mathematics V....4	Mathematics V...4	Mathematics VI...4
Foreign Lang'ge...4	Foreign Lang'ge..4	Foreign Lang'ge...4
*Science 4	*Science 4	*Science 4
Bible 1	Bible 1	Bible 1

Sophomore

English VI 4	English VI.....4	English VI.....4
Foreign Lang'ge...4	Foreign Lang'ge..4	Foreign Lang'ge...4
Bible 1	Bible 1	Bible 1
†Electives 7	†Electives 7	†Electives 7

*If there is a good reason for a student taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

†When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the Sophomore year will doubtless be reduced by the major requirements.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give elective work to theological students pursuing certificate courses; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. It is taught by the College teachers in the same classroom and with the same facilities as the College courses. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
Science I.....4	Science I.....4	Science I.....4
Mathematics I.....5	Mathematics I....5	Mathematics I.....5
Bible 1	Bible 1	Bible 1

Sophomore

English II.....4	English II.....4	English II.....4
Latin II.....5	Latin II.....5	Latin II.....5
Mathematics II....5	Mathematics II...5	Mathematics II....5
History I.....5	History I.....5	History I.....5
Bible 1	Bible 1	Bible 1

Junior

English III.....4	English III.....4	English III.....4
Lat. III or Ger I..5	Lat. III or Ger. I.5	Lat. III or Ger. I..5
Mathematics III...5	Mathematics IV..5	Mathematics IV...5
Bible 1	Bible 1	Bible 1
*Elective 5	*Elective 5	*Elective 5

Senior

English IV.....4	English IV.....4	English IV.....4
Lat. IV or Ger II..5	Lat. IV or Ger. II 5	Lat. IV or Ger. II.5
Science III.....5	Science III.....5	Science III.....5
Bible 1	Bible 1	Bible 1
†Elective 5	†Elective 5	†Elective 5

*One unit chosen from Latin III, German I, History II, Physiology, Music or Expression.

†One unit chosen from Latin IV, German II, History II, Economics and Psychology, Physiology, Music or Expression. In electing a special like Music or Expression, tuition is extra.

Department of Instruction

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ACADEMY

ENGLISH I (*a*) — *Grammar.* A general review of English Grammar with special attention to infinitives, participles, relatives and sentence structure. Sufficient parsing, diagraming, and analysis will be given to familiarize the student with these phases of grammar.

The work is of a high class and is designed to give a thorough foundation for the courses which follow:

Fall Term—Five hours a week.

ENGLISH I (*b*)—*Composition.* In this course Brook's English Composition Book I is begun and continued as far as Correctness, page 110. Oral compositions are required in the beginning and as the student becomes accustomed to expressing his own thought orally, the more difficult written composition is required.

The text is recited very little but is used as a basis for discussion between teacher and student. The student's mastery of the principles is judged by his ability to use them in his compositions.

Winter and Spring Terms—Three hours a week.

ENGLISH I (*c*)—*Literature.* Study of the College Entrance requirements in English as fixed by the National Educational Association is begun. The purpose of the study of the classics in this academy is first of all to instill a love of good literature and to give the student discriminating taste. Due attention is given to the author's life and literary work. Some memory work of gems of thought is required from time to time. Debates, modernizations, book reviews, themes, etc., in connection with this course are required at the discretion of the instructor in charge. Reading of "Sketch Book," "Pilgrim's Progress," and "Ancient Mariner."

Winter and Spring Terms—Two hours a week.

ENGLISH II (*a*)—Continuance of Brook's English Composition, Book I, beginning with Correctness, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH II (*b*)—Continued study of entrance requirements. Study of "As You Like It," "Marmion," and "David Copperfield."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*a*)—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*b*)—*Literature.* Continued study of entrance requirements. Selections from American Poetry. Ruskin's "Sesame" and "Lillies" and "Macbeth."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*a*)—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary Law. Debates and parliamentary drills required. Study of poetic forms.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*b*)—*Literature.* Study of entrance requirements completed. Careful study of the forms, structure, and subject matter of "Hamlet." Selections from Tennyson's "Idylls," Emerson's "Essay on Manners," Washington's "Farewell Address," and Webster's "First Bunker Hill Oration."

Fall, Winter and Spring Terms—Two hours a week.

COLLEGE

ENGLISH V—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH VI—Literature. This course is fundamental to English literature studies and gives a general scope with specific interests in the characteristic and best of all periods. Assigned reading, lectures, class discussion and notebooks. Texts: Long's English Literature, and Manley's "English Prose," and "English Poetry."

Four hours throughout the year.

MATHEMATICS

Academy

MATHEMATICS I—*Algebra.* This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of exponents, radicals and equations involving radicals. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS II—*Plane Geometry.* Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS III—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

MATHEMATICS IV—*Algebra.* A review of previous work and a thorough study of radicals, quadratic equations, with one or two unknown quantities, ratio and proportion, progressions and binomial theorem. Text: Wentworth.

Five hours, Winter and Spring Terms.

College

MATHEMATICS V—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Sperical Trigonometry.

Four hours first half year.

MATHEMATICS VI—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Four hours second half year.

LATIN

Academy

LATIN I—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.

Five hours a week throughout the year.

LATIN II—Cæsar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs, are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Cæsar completed.

Five hours a week throughout the year.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

College

LATIN V (*a*)—Cicero's De Senectute and De Amacitia. Prose Composition.

Four hours, Fall Term.

LATIN V (*b*)—Livy, Books XXI and XXII.

Four hours, Winter Term.

LATIN V (*c*)—Tacitus' Germania and Agricola.

Four hours a week, Spring Term.

LATIN IV (*a*)—Horace's Odes and Epodes.

Fall Term, three hours a week.

LATIN VI (*b*)—Terence, selected plays.

Winter Term, three hours a week.

LATIN VI (*c*)—Juvenal's Satires.

Spring Term, three hours a week.

GREEK

Since but a few secondary schools teach Greek it is regarded impractical to require it for entrance, even to the Classical Course. Hence the study of Greek is begun in the College Course.

GREEK I—White's First Greek Book is the text used. Pronunciation and accent are carefully taught from the first. Inflections, derivations, sentence structure, accurate translation of both Greek and English, conditional sentences, indirect discourse, and the more common rules of syntax.

Xenophon's Anabasis, Book I, is read with view to getting story, customs, military tactics, formation of armies, literal and free translations, drill in syntax and sentence structure. Pearson's Greek Prose Composition once a week.

Four hours a week throughout the year.

GREEK II—Xenophon's Anabasis, Book II-IV. Pearson's Greek Prose Composition once a week. Course pursued as Greek I. Homer's Iliad, Books I-III are read with stress on versification, mythology, Homeric form, and literary merit among epics.

Four hours a week throughout the year.

GERMAN

Academy

GERMAN I (*a*)—This course embraces a thorough study of pronunciation, forms, and all the elements of German Grammar; the accurate reading of easy prose without translation; and some proficiency in writing and speaking German. German script is used from the beginning. Frequent sight-reading and memory work; also the singing of some of the national and popular hymns in German. Text, Kayser and Montesser's Foundations of German, "Herein," "Immense," and similar classics. Thomas' German Grammar started.

Five hours throughout the year.

GERMAN II (*a*)—More difficult classics are taken up, including the reading of Goethe's "Hermann and Dorothea," and Schiller's "Wilhelm Tell." Wesselhoeft's German Composition and Thomas' German Grammar.

Five hours throughout the year.

College

GERMAN I(*b*)—This course is designed for College students who did not offer German for entrance. It embraces a thorough grounding in the fundamentals of German Grammar and the reading of easy prose.

Four hours throughout the year.

GERMAN II (*b*)—This is an intermediate course for students who present only one unit in German or those who still lack ability to read moderate prose readily and who need the same grade of prose composition or further grounding in grammar.

Four hours throughout the year.

GERMAN III—This is largely a reading course embracing some of the classics of Schiller, Lessing, Goethe, and others. Some time is given to Jagemann's Prose Composition.

FRENCH

College

FRENCH I—Fraser and Squair's Grammar with copious exercises in composition, drill in pronunciation, and the reading of easy prose. In this course it is proposed to give the student the essentials of grammar and the ability to read prose readily.

Four hours throughout the year.

FRENCH II—The French Grammar is completed and more advanced composition is studied. The reading of numerous prose authors of the nineteenth century, such as George Sand, Balzac, Daudet, Zola, Bourget, Merimee, and Dumas.

Three hours throughout the year.

NATURAL SCIENCE

Academy

SCIENCE I (*a*)—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Four hours, first half year.

SCIENCE I (*b*)—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Four hours, second half year.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Five hours, Fall Term.

SCIENCE III—*Elementary Physics.* This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Five hours throughout the year.

College

SCIENCE IV—*General Physics.* This course is planned for those who have not had the elementary physics. It is accompanied by systematic laboratory experiments. Required of all candidates who do not offer one unit of physics for entrance. Practical and theoretical courses in mechanics, heat, magnetism, electricity, sound and light.

Four hours throughout the year.

SCIENCE V—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The metals and metalloids, together with their more important compounds, are studied. The metals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four-hour course. Qualitative analysis in Spring Term.

Four hours throughout the year.

SCIENCE VI—*General Zoölogy.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amœba, paramœcium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

HISTORY

Academy

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.

Five hours a week—Fall, Winter and Spring Terms.

HISTORY II—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development

of constitutional government. A textbook in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PHILOSOPHY

Academy and Normal

It is deemed valuable that every man and woman have a course in Economics and Psychology. We offer these to Academy Seniors, advanced normal students, and to certain special students who may need these courses.

Economics I—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall Term.

Psychology I—This course is introductory, but fundamental, practical and thorough. Textbook, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

College

Psychology II—A comparative study of two leading textbooks on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Textbooks: Angell and James.

Daily—Fall Term.

Logic III—A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily—Winter Term.

Ethics IV—A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical

life and correlated with Christian ethics. Comparative study of two standard texts.

Daily—Spring Term.

Economics II—This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism, and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week—Fall and Winter Terms.

Sociology III—This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. The text used is Wright's Practical Sociology. Much collateral reading is required.

Four hours a week—Spring Term.

BIBLE AND THEOLOGY

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is fundamental to strong Christian character, and church schools should certainly give every student some good courses.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

BIBLE III—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE IV—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation.

Three hours a week throughout the year.

THEOLOGY II—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by

the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY III—The first part of the course will be careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, with lectures and discussions.

Four hours a week throughout the year.

Normal School

PROFESSOR DAN M. HUMFLEET,
PRINCIPAL

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

More than 80 per cent of the students of this department, who took the county examination this year, made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three courses are offered:

(1) County Certificate Course.
(2) State Certificate Course.
(3) High School Course for Teachers.

SCHEDULE OF STUDIES FOR COUNTY CERTIFICATES

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted textbooks will be used as a basis of all work. They will be supplemented by the very best and most up-to-date books to be found.

THE STATE CERTIFICATE COURSE

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT

ARITHMETIC—The aim of this class is to thoroughly master the subject. All good textbooks on this branch will be used. The work will be made as practical as possible.

GRAMMAR—The Mother Tongue Book II will be the work done in this class. Such other texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP—In this class all normal students have the advantage of an expert Business Penmanship teacher without extra

cost. This class will be conducted by a teacher who has taught penmanship in a business school for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS—This is another new feature of the Normal School of Union College. Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School by some of the most skillful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying and observing their work with a "Model Class" of primary students will be a rare treat.

THEORY AND PRACTICE—As will be readily seen, the examinations in this subject are almost identical with the State Course of Study. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Course of Study a regular text from the very outset. We will also devote sufficient time to the study of the leading educational reformers and their ideas, as well as the mind. Two periods each week will be given this class.

READING—Applicants for county certificates very often find it necessary to have considerable knowledge of literature. It is our purpose in this class not to teach to read, but to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

ARGICULTURE—Experiment has been added for textbook and experimental work in agricultural classes will be organized for those who wish to prepare to teach this subject.

HISTORY—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery and continuing throughout the entire subject. The "Chain" system, as suggested in the Course of Study, will be followed closely. Due consideration will be given the History of Kentucky.

SPELLING—We have one of the best classes in spelling to be found anywhere. Text used: "Common Words Commonly Misspelled." Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY AND GEOGRAPHY will receive their full share of attention, the work being done by the latest

and most approved methods as advocated and practiced by the leading educators.

Reviews and Drills in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examination, and having passed, to become capable and successful teachers.

SUB-ACADEMIC

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students of thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Hortense Kelley

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Department of Music

The demand for more and better music increases year by year. Today, it is not only sought for in refined and cultured circles, but is demanded in all forms of church and school work. No student's education is complete without some knowledge of music.

The courses of study here prescribed are for earnest students who want to attain real excellence. Since many have in mind the profession of teaching, their needs are especially provided for.

A diploma is awarded for the completion of the course as outlined in the catalog. Each grade should take one year to finish, two periods per week. The studies named indicate the range of difficulty belonging to the several grades, but it is obvious that lists of pieces sufficient to illustrate a wide range of musical literature can not here be given. The student must finish at least three years of Academic work before receiving the diploma in music.

PIANOFORTE

Miss Rains

First Grade—After learning the notes, rests, etc., careful attention is given to development of finger touch and of a round and full legato. Technical studies are given for muscular development. The first three major scales and first grade pieces will be studied until the pupil is ready to enter the second grade.

Second Grade—This consists of major scales and common chord arpeggios, hands separate, four notes to a beat, at the metronome rate of 80. Loeschhorn, Op. 65, books 2 and 3; Kohler, Op. 50; Sonatinans by Kuhlan, Dussak, and others. Pieces by Haydn, Schumann, Mozart, and modern composers.

Third Grade—Major scales, both hands together at the metronome rate of 92. Minor scales and common chord arpeggios. Duvenoy; Loeschhorn, Op. 66; selections from Heller, Op. 47; Sonatas from Mozart and Haydn; Field's Nocturnes; Composition by Gurlitt, Moskowski, Mendelssohn and others.

FOURTH GRADE—Major and minor scales, hands together, at metronome rate of 100; common chord arpeggios at the rate of 80. Czerny's Velocity studies, Op. 299; Bach's Little Preludes, et Fugues; selections from Heller, Op. 46 and 45; Mendelssohn's Songs Without Words; Sonatas by Mozart and Beethoven; selections from Chopin, Schubert, Schumann and modern composers.

FIFTH GRADE—Major and minor scales, hand together at the metronome rate of 116; common chord arpeggios at the metronome rate of 116; common chord arpeggios at the rate of 100; dominant and diminished sevenths at the rate of 100; Cramer Etudes; Bach's Inventions; Octavo Studies; Schubert's Impromptus; Chopin's Waltzes; Beethoven's Sonatas; Selections from Schumann, Weber, Grieg, MacDowell and others.

SENIOR YEAR—Pupils must play scales, major and minor, hands together, at metronome rate of 132; arpeggios of major and minor scale chord, dominant and diminished seventh at a rate of 116; major and minor scales in double thirds, chords, octaves, hands separate, at metronome rate of 80. Clamenti's Gradus ad Parnassus; Bach's well-tempered Clavichord; selections from Handel's Suits; Bach's English and French Suits; Beethoven's Variations; Mendelssohn's Scherzos, Chopin's Pollonaises and Nocturnes; modern composers. Students in this grade should practice at least three hours a day. Before completing the course in music, pupils must pass a creditable examination in Practical Harmony and Theory, and have at least one year in History of Music.

Recitals are given each quarter, all students of the Music Department participating, at the discretion of their instructors.

PROGRESSIVE SERIES IN PIANO LESSONS

The most laudable and widely agitated movement in professional music circles at present, proposes—

FIRST—Standardization of Music Teaching and Study.

SECOND—Allowances of high school credited for Music Study under standardized teachers.

We are presenting this year such a course of instruction. It represents all the different branches of musical education in systematic order so that the material is introduced as it is needed and the bearing of one subject upon another is made clear.

Technical difficulties are concentrated upon and worked out by special methods which are explained in the course itself. With this course, then, exactly the technical work needed with all the very latest pedagogical improvements is available.

In view of the present tendency to standardize music instruction, a textbook of this kind goes a long way towards accomplishing the purpose of Standardizing the Teaching of Music.

The Progressive Series of Lessons, Exercises, Studies and Pieces which we present for the coming year, was compiled or originated by the highest authorities on musical matters in the world. Leopold Godowsky, head of the Master-School of Piano Playing in Vienna, and a famous virtuoso and composer of international reputation, is Editor-in-chief.

Any Academy student may work out two units in music, and certain students who expect to specialize may major in music by working out four units in music.

For amount and kind of work for credit, see our special bulletin on High School Credits on the "Progressive Series of Piano Lessons." Write for Bulletin.

VOICE DEPARTMENT

The course in Voice Culture covers from three to four years, during which time the following important points in the Art of Singing are worked out; correct breathing; proper placing of the Voice; natural and easy tone production; development and combination of the different registers; clear enunciation; smooth and well sustained singing; solfeggio and sight-singing; pianoforte work and technique; theory, including Harmony and Musical History; style and interpretation; English, French and German lyrical and dramatic songs, arias, and ballads; the oratorio; concert repertoire.

VIOLIN

We are unusually fortunate in securing a very excellent artist for this department. We predict a large class and a great year for the violin.

For years the violin has been the great solo instrument and more people are attracted by it than by any other. Bring your violin along.

Elementary Course

(A)—Wichtl's Young Violinist, De Beriot's Violin School or Dancla's Method. Studies by Dancla, Mazas. Pieces by Papini, Hermann, Ries, Op. 28; Bohm, Hauser, etc.

(B)—Kayser, Books I and II. Sevcik's Technical Exercises. Dancla's Etudes, Op. 133, and others.

Intermediate Course

(C)—Kayser, Book III. Kreutzer, first ten exercises. Mazas, Op. 36, Book I. Schradieck, Book I.

(D)—Dancla's Etudes, Op. 110. Kreutzer, forty-two studies. Arpeggio studies. Three octave scales. Pieces by Donizzti, Viotti Klose, etc.

Advanced Course

(E)—Kreutzer, thirteen studies. De Beriot's Seventh Concerto. Rode, Seventh Concerto. Concertos by Accolay and others. Pieces by Ernst Moskowski, Raff and others.

Musical Organizations

ORCHESTRA

PROFESSOR KENYON

This organization is maintained for the training that it gives the student in music and for the pleasure that such an organization gives the school and its patrons. An orchestra is always in demand to add to the delight of an evening's program. The college owns a few of the foundation instruments for this organization. The past year the orchestra has given many excellent programs. Bring your instrument along.

BAND

PROFESSOR KENYON

A good band is recognized as an important adjunct to a school.

The permanency of this organization is assured by the fact that the college owns its own set of instruments. If you have an instrument, bring it along.

MANDOLIN CLUB

This, too, is placed upon a permanent basis, the College owning a set of eight mandolins and one mandola for the use of the club. This organization is for young ladies and is open to any young lady in the school until the instruments are all taken up.

COLLEGE CHORUS

This is the organized class in chorus work and should prove a helpful and delightful addition to the musical features of the school.

Department of Expression

The object of this department is to train the body and the voice. Exercises are given to develop the poise of the body, freedom of gesture, ease of manner and self-confidence. Careful attention is given to proper articulation so that one's thoughts may be stated clearly and attractively. Though special attention is given to public speaking, yet the aim of the department embraces more than this. In every line of human activity the proper use of the voice is an important factor. Business men, salesmen, teachers, trained nurses, and others give much more proficient service from having a well trained voice and manner, as well as public speakers. A broad training in handling voice and gesture that is suited to the needs of all classes is the aim of this department.

The regular course, for the completion of which a diploma is given, is outlined below and consists of two private lessons and two class lessons per week. It is designed to run parallel with our four-year Academic course. At least three years of the Academic course, or their equivalent, are necessary before the diploma in Expression will be granted. Students taking "half time" will pay one dollar extra per month for the class work.

An occasional recital is given in the college auditorium in order that each student may have frequent opportunity to come before an audience. Attendance at these recitals is required of all students in the department. Every candidate for graduation is required to give an individual recital in the auditorium during the month of May of his final year.

COURSE OF STUDY

First Year

Physical Culture	Fundamental Voice Training
Literary Interpretation	Platform Department
Recitals	Visible Speech

Textbook, Evolution of Expression, Vols. 1 and II.

Second Year

Physical Culture
Responsive Drill
Vocal Technique
Literary Interpretation
Visible Speech
Vocal Physiology
Expressive Voice
Tennyson, Kipling, Browning,
"As You Like It," or the
"Merchant of Venice."
Recitals

Textbooks: Evolution of Expression, Vols. III and IV. Philosophy of Physical Culture, Expressive Voice Culture.

Third Year

Physical Culture
Expressive Voice
Gesture
Hamlet
Dramatic Art
Recitals
Vocal Technique
Extemporaneous Speaking
Debate
Pantomime
Macbeth

Textbooks, Perfective Laws of Art, Vols. I and II. Practical public speaking.

Fourth Year

Physical Culture
Anatomy
Vocal Technique
Faust
History of Oratory
Twelfth Night
Recitals

Department of Art

MRS. W. S. EDWARDS

The aim of this department is to ground the pupil in the fundamental principles of Art and to cultivate some of the high faculties of the mind. As to the benefits from a mastery of this course, it need only be said that a knowledge of drawing is now indispensible in all departments of mechanics, and that a knowledge of both drawing and painting, besides being a profitable source of income, is also an infinite source of refined and refining pleasure and the means of making homes more cheerful and attractive.

The regular course in Art embraces four years' study of two periods per week. A diploma is awarded for the completion of the course. The student must have at least three years of Academic work before the diploma will be awarded. The exact time required for the completion of the course will naturally vary with the ability of the student, since a certain degree of proficiency is required to entitle the student to the diploma regardless of the time used.

ART DEPARTMENT

FIRST YEAR—Pencil, charcoal, pen and ink drawing from plaster casts and still life. Study of perspective and artistic grouping. Water colors introduced.

SECOND YEAR—Designing, drawing from still life, continued, and sketching from nature. History of Art, oil work and china painting begun.

THIRD YEAR—Drawing and sketching, continued. More advanced work in water colors and oils. China painting, continued. Pastel work begun and clay modeling.

FOURTH YEAR—Drawing, designing, water colors, oils and all branches of work continued.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying $45.00 for board upon entering in September one can pay $22.50 and then November 1, $22.50; January 2, $17.50, and February 7, $17.50; March 19, $17.50, and April 25, $17.50.

To calculate the expenses for a term or year take the tuition in your department and add the board. For example, a student taking Academy would have for the Fall Term, tuition of $12.00 and board and room, $45.00, making a total of $57.00. In the Grammar School it would be $7.00 for tuition plus $45.00 for board and room, making a total of $52.00.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term the lessons will be at the rate of 60 cents each.

Credit for board will be allowed at the rate of $2.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 15-17 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$14.00	$11.00	$11.00
Academy	12.00	10.00	10.00
Theology	12.00	10.00	10.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	7.00	6.00	6.00
Sub-Academic	7.00	6.00	6.00
Piano—Two lessons a week	14.00	11.00	11.00
Violin—Two lessons a week	14.00	11.00	11.00
Voice—Two lessons a week	14.00	11.00	11.00
Expression—Two lessons a week.	14.00	11.00	11.00
Art—Two lessons a week	14.00	11.00	11.00
Typewriting	7.00	6.00	6.00
Penmanship	3.50	2.75	2.75

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoölogy	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.50	2.75	2.75

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$45.00	$35.00	$35.00

MISCELLANEOUS

Key deposits in Boys' Hall, refunded when key is turned in, if everything is in good condition	$0.50
Special Examinations	1.00
Academic, Music, Art or Expression Diplomas	5.00
Grammar School Diplomas	2.00

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley.....A.B.
May E. Lock.....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson....A.B.

1905

Joseph A. Bretz....A.B.

1906

Lawrence G. Wesley....A.B.
Cora Grindstaff....A.B.
Laura Grindstaff....A.B.

1907

Ernest Faulkner....A.B.
Lena Wilson....A.B.

1908

Edward P. Hall....A.B.

Junior Collegiate Department

Charles Leroy Howes....1913

Academic Department

Thomas A. Wood....1908
Mary Ballinger (deceased)....1908
Howard Trent....1908
J. Spencer Singleton....1908

Thomas Bradley Ashley....1909
Charles G. Black....1909
J. Loyd Decell....1909
Robert W. Howes....1909
Laura Green Easley....1909
Nancy Kincheloe....1909
Sudie Pauline Newman....1909
Hattie Jean Stansberry....1909
Amelia Ballinger....1910

Amelia Ballinger....1910
Grace Bellaire Berry....1910
Verdie Colson....1910
Idella Kincheloe....1910
B. C. Lewis....1910
William Clark Mace....1910
Edgar B. Wesley....1910
Oscar Wesley....1910
Mary Rice Wilson....1910

Ellen Bryan Clark....1911
Ida Mae Cole....1911

Anna Mae Creech....1911
Guy Leslie Dickinson....1911
Norma Bruce Elliott....1911
Nancy Lee Faulkner....1911
Anna Royston Griggs....1911
Charles Leroy Howes....1911
Lallah Rookh Johnson....1911
Harrison W. Large....1911
Mary Dora Laughlin....1911

Lucy Ballinger....1912
Pearl Allyn Bastin....1912
Hallie Ester Cheap....1912
Myrtle Cole....1912
Lillian Hanna Mae Harrop....1912
Walter Monroe Jarvis....1912
Bertha Lockhart Norris....1912
Kathleen Brennan Sullivan....1912
Naomi Oldham Tuttle....1912

Annie Dee Albright....1913
Anna Cronley Ballinger....1913
John List Carrol....1913
Ollie Elnora Cole....1913
Maud Cole....1913
Ruth Decker....1913
Robert Faulkner....1913
Louise Jesson....1913
Mabel Jacobs Matthews....1913
Earl Mayhew....1913
Veana Gilraith Noe....1913
Thelma Edythe Stratton....1913
Edward William Scent....1913
Richard Brittain Tuggle....1913
Anna Melvin Walton....1913
John Henderson Young....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916

Mary Dowis Sampson.....1916
Pauline Steele Sampson.....1916
Winford Bailey Sampson.....1916
Joel Dale Stansbury.....1916
Clarence Swearingen 1916
George William Thomas.....1916

ACADEMY CLASS OF 1917

Eva Nedra Carter.....Barnesville, Ohio
William F. Gregory.....Knox County
Aubrey H. Guyn.....Wilmore, Ky.
Gladys Loraine Johnson.....Bell County
Florence Mildred Putnam.....Knox County
Emoline E. Sampson.....Knox County
Della Jewel Tye.....Knox County

MUSIC DEPARTMENT

John Easley 1908
Emma Weaver 1909
Ida Mae Cole.....1911
Norma Bruce Elliott.....1911
Ollie Elnora Cole.....1913
S. P. Franklin.....1917

Register of Students

COLLEGIATE DEPARTMENT

Faulkner, Roy.....Knox County
Franklin, S. P.....Anderson County
Haggard, Carl W.....Casey County
Jones, Nelle.....Knox County
Locke, Katherine.....Knox County
Sampson, Dowis .....Knox County
Steele, Clarence.....London, Ky.
Thomas, George.....Winchester, Ky.

ACADEMY DEPARTMENT

Arthur, James.....Millersburg, Ky.
Archibald, Darrell.....Illinois
Avritt, Iva.....Marion County
Avritt, John.....Marion County
Bain, Sallie .....Knox County
Barton, Homer.....Wilton, Ky.
Barker, Horace.....Estill County
Beddow, Robert.....Knox County
Blair, James.....Knox County
Booze, Carl.....Wilhoit, Ky.
Butler, Walter.....Brooksville, Ky.
Carter, Eva N.....Ohio
Decker, Sawyers.....Knox County
Ecklar, Harry.....Millersburg, Ky.
Edwards, Thomas.....Berea, Ky.
Faulkner, Roy.....Knox County
Franklin, Collie.....Anderson County
Franklin, Margaret.....Anderson County
Franklin, Nina.....Anderson County
Gilbert, Xenia.....Harlan County
Gilmore, Wanetta.....Lincoln County
Gomez, Jorge I.....Indiana
Goodin, Ben.....Bell County
Gregory, William F.....Knox County
Guyn, Aubrey H.....Wilmore, Ky.
Heidrick, Mary Agnes.....Knox County
Hopkins, Minnie.....Knox County
Howard, Cleo.....Knox County
Howard, Flora.....Knox County
Houser, Willie.....Iowa
Johnson, Gladys.....Bell County
Ligon, William.....Knox County

Marcum, Edgar.....Sidell, Ky.
Mills, Charlie.....Knox County
Moore, Morrow.....Whitley County
Morehead, Thelma.....Bell County
Overley. Raymond.....Covington, Ky.
Putnam, Florence.....Knox County
Sampson, Emoline.....Knox County
Sergent, Helen.....Evarts, Ky.
Smith, Daugh.....Knox County
Steele, Mona.....Knox County
Simmons, Minnie Mutt.....Alabama
Swearingen, Fay.....Lewis County
Tuggle, Allan.....Knox County
Tye, Drucilla.....Knox County
Tye, Jewel.....Knox County
Upchurch, Harry.....Knox County
Wells, Hettie.....Ohio
Williams, S. C.....Knox County
White, H. O.....Alabama
Woodyard, Dana.....Tennessee
Wright, Melvin.....Knox County
Young, Hardin.....Lincoln County

NORMAL DEPARTMENT

Blair, James.....Knox County
Brashear, Bryan.....Clay County
Bright, Fannie.....Knox County
Clouse, Richard.....Knox County
Chadwell, George.....Knox County
Corum, Henry.....Clay County
Collett, Maude.....Bell County
Collett, Edna.....Bell County
Cox, Corbit.....Bell County
Engle, M. F.....Knox County
Donaldson, Fanny.....Knox County
Hammons, William.....Knox County
Hammons, Jeff.....Knox County
Hammons, Mary.....Knox County
Hendricks, John.....Knox County
Hopper, Sidney.....Knox County
Horn, Arthur.....Bell County
Ingram, John.....Bell County
Kelley, Dewey.....Clay County
Kelley, Herman.....Knox County
Knuckles, C. D.....Knox County
Logan, Dewey.....Knox County
Marcum, Mary.....Clay County

Marcum, Addie.....Clay County
Parsons, Pearl.....Bell County
Reynolds, Beve.....Knox County
Smith, C. A.....Knox County
Smith, Willie.....Knox County
Shanks, Anna.....Knox County
Spurlock, Ella.....Knox County
Taylor, Henry.....Knox County
Thompson, Ethel.....Knox County
Thompson, George S.....Bell County
Treadway, Elmer.....Knox County
Valentine, Charles.....Knox County
Williams, Dora Anna.....Knox County

SUB-ACADEMIC

Bain, Ruby.....Knox County
Baird, Reva.....Grant County
Black, Maurice.....Knox County
Blanton, Joe.....Harlan County
Blair, Sylvan.....Knox County
Burke, Edgar.....Madison County
Carnes, Mae.....Knox County
Carnes, Irene.....Knox County
Dizney, Walter.....Knox County
Dishman, Will Ed.....Knox County
Early, Bee.....Laurel County
Farmer, Wilson.....Knox County
Farmer, Loretta.....Knox County
Gilbert, Ruby.....Harlan County
Grace, Charles.....Knox County
Hammons, Amanda.....Knox County
Hill, Karl.....Bracken County
Humfleet, Violet.....Knox County
Hughes, Earl.....Knox County
Hutton, Henry.....Harlan County
Howard, Bertha.....Knox County
Howard, Ollie.....Harlan County
Jarvie, Walter.....Knox County
Jones, Elsie.....Harlan County
Jones, Lucy.....Harlan County
Jones, Lewis H.....Knox County
Kelley, William.....Knox County
Kunckles, Grace.....Bell County
Lewis, John.....Harlan County
Lewis, James.....Harlan County
Lewis, Ben.....Knox County
Lumpkins, Turner.....Knox County

Martin, Willie.....Knox County
Middleton, Leola.....Harlan County
McClung, Evelyn.....Knox County
McDonald, Elbert.....Bell County
Perkins, William.....Clay County
Perkins, Ernest.....Clay County
Pennington, Olin .....Virginia
Pope, Fred.....Knox County
Richardson, Katherine.....Knox County
Scent, Caroline.....Knox County
Shelton, Shively.....Knox County
Smith, Clyde.....Knox County
Smith, Taylor.....Knox County
Smith, Lillie.....Knox County
Thompson, Thelma.....Bell County
Tolliver, W. T.....Harlan County
Trosper, Maysie.....Knox County
Tuggle, Kenneth.....Knox County
Walker, Robert.....Knox County
White, John C.....Harlan County
Wyrick, Dewey.....Knox County

PIANO DEPARTMENT

Archibald, Darrell.....Illinois
Bain, Ruby.....Knox County
Bain, Sallie.....Knox County
Balard, Jessie.....Knox County
Black, Fonzine.....Knox County
Byrley, Cecil.....Knox County
Carter, Eva..... Ohio
Ecklar, Harry.....Millersburg, Ky.
Freeman, Alma.....Whitley County
Gilbert, Ruby.....Harlan County
Gilbert, Xenia .....Harlan County
Gregory, Mrs. William.....Knox County
Gregory, Evelyn.....Knox County
Heidrick, Mary.....Knox County
Howard, Cleo.....Knox County
Humfleet, Viola.....Knox County
Johnson, Gladys.....Bell County
Kenyon, Mrs. J. B.....Knox County
Knuckles, Grace.....Bell County
Knuckles, Etta Rose.....Bell County
Marcum, Addie.....Clay County
Miller, Stuart.....Knox County
Middleton, Leola.....Harlan County
Overley, Raymond.....Covington County

Prater, Mary Willie.....Magoffin County
Richardson, Katherine.....Knox County
Robsion, Daisy.....Knox County
Sampson, Dowis.....Knox County
Sampson, Anna Maude.....Knox County
Simmons, Minnie Mutt.....Alabama
Smith, Lillie.....Knox County
Smith, Anna Mae.....Knox County
Thompson, Thelma.....Bell County
Thompson, Dorothy.....Bell County
Williams, Stanley.....Pennsylvania
Woodyard, Evue.....Tennessee
Woodyard, Dana.....Tennessee

VIOLIN DEPARTMENT

Anderson, Mrs. T. M.....Knox County
Cole, Roberta.....Knox County
Cottongim, Louis.....Knox County
Farmer, Wilson.....Knox County
Faulkner, Lura.....Knox County
Franklin, Collie.....Anderson County
Gilmore, Wanetta.....Lincoln County
Haggard, C. W.....Case County
Hammons, Alta.....Madison County
Herndon, Ben C.....Knox County
Jones, Roy.....Knox County
Marcum, Mary.....Clay County
Mills, Charles.....Knox County
Moore, Morrow.....Whitley County
Parker, Harold.....Knox County
Plummer, Ray.....West Virginia
Sampson, Dowis.....Knox County
Sampson, Emoline.....Knox County
Smith, Flora.....Knox County
Smith, Anna Mae.....Knox County
Swearingen, Fay.....Lewis County
Smith, Prudie.....Knox County
Welch, John Russell.....Michigan

VOICE DEPARTMENT

Archibald, Darrell.....Illinois
Bain, Sallie.....Knox County
Carter, Eva.....Ohio
Franklin, S. P.....Anderson County
Franklin, Collie.....Anderson County
Golden, Mrs. Lyn.....Knox County

Guyn, Aubrey.....Wilmore, Ky.
Simmons, Minnie Mutt.....Alabama
Woodyard, Dana.....Tennessee
Wells, Hettie.....Ohio

EXPRESSION DEPARTMENT

Arthur, James.....Millersburg, Ky.
Black, Evelyn.....Knox County
Middleton, Leola.....Harlan County
Richardson, Katherine.....Knox County
Simmons, Minnie Mutt.....Alabama
Tye, Drucilla.....Knox County

ART DEPARTMENT

Lay, Mrs. W. R.....Knox County
Matheson, Mrs.....Knox County
Gilbert, Ruby.....Harlan County
Avritt, Iva.....Bradfordsville, Ky.
Golden, Blanche.....Knox County
Minton, Myrtle.....Knox County
Prater, Mary Willie.....Magoffin County
Hayden, Consuella.....Knox County
Alghbright, Lillian.....Knox County
Knuckles, Etta Rose.....Bell County
Barton, Otta.....Knox County
Simmons, Minnie Mutt.....Alabama

TYPEWRITING AND PENMANSHIP

Archibald, Darrel.....Illinois
Arthur, James.....Millersburg, Ky.
Berry, Mary.....Knox County
Burke, Edgar.....Madison County
Cornett, Otis.....Bell County
Davis, Lenard.....Knox County
Faulkner, Roy.....Knox County
Gregory, William,.....Knox County
Haggard, Carl.....Casey County
Hess, Phyllis.....Illinois
Kelley, William.....Knox County
Ligon, Mary.....Knox County
Purser, Mrs. J. J.....Knoxville, Tenn.
Putnam, Ruby .....Knox County
Smith, Clyde.....Knox County
Upchurch, Harry.....Knox County
Williams, S. C.....Knox County

PRESS
OF
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PRINTING
CO.

Annual Bulletin

of

Union College

1918-1919

Barbourville, Kentucky

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin

of

Union College

1918-1919

Barbourville, Kentucky

CALENDAR

1918

Tuesday, September 17.....Fall Term Opens
Thursday, November 28.....Thanksgiving Day
Friday, December 20.....Fall Term Closes

1919

Wednesday, January 1.....Winter Term Opens
Saturday, March 15.....Winter Term Closes
Tuesday, March 18.....Spring Term Opens
Wednesday, May 28.....Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1923

Rev. F. T. Kelley ..... Augusta, Ky.
Mr. A. M. Decker ..... Barbourville, Ky.

Class No. 2—Term Expires in 1918

Rev. E. P. Hall ..... Latonia, Ky.
Mr. C. B. Nordeman ..... Chicago, Ill.

Class No. 3—Term Expires in 1919

Rev. E. R. Overly ..... Cynthiana, Ky.
Hon. John Creach ..... Harlan, Ky.

Class No. 4—Term Expires in 1920

Rev. J. D. Walsh, D.D. ..... Chattanooga, Tenn.
Hon. Alvis S. Bennett ..... Louisville, Ky.

Class No. 5—Term Expires in 1921

Rev. O. J. Carder ..... Newport, Ky.
Hon. Fred Howes ..... Paintsville, Ky.

Class No. 6—Term Expires in 1922

Rev. F. W. Harrop ..... Harlan, Ky.
Hon. Jas. D. Black ..... Barbourville, Ky.

OFFICERS

Rev. O. J. Carder ..... *President*
Lieut.-Gov. Jas. D. Black ..... *Vice President*
Mr. C. B. Nordeman ..... *Treasurer*
Mr. Alvis S. Bennett ..... *Secretary*

Property Committee

Mr. C. B. Nordeman ..... *Chairman*
Mr. A. M. Decker ..... *Secretary*
Rev. F. W. Harrop — Rev. F. T. Kelley
Hon. Jas. D. Black

School Committee

Rev. J. D. Walsh ..... *Chairman*
Rev. E. R. Overley ..... *Secretary*
Mr. A. M. Decker — Rev. O. J. Carder
Rev. E. P. Hall

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Theology, Philosophy and Bible

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

ABIGAIL E. WEEKS, A.B., A.M.

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

LAWRENCE B. YATES, A.B., A.M.

Latin and Greek

A.B., Kentucky Wesleyan College, 1916; A.M., Kentucky Wesleyan, 1918; taught in Kentucky Wesleyan Academy, 1915-1916, and in Union College, second semester of 1916-1917; head of the Department of Latin and Greek in Union College in 1917.

STERLING A. DAY, A.B.

Science and Mathematics

A.B., University of Kentucky, 1917; Principal of Paintsville High School, Paintsville, Ky., 1917-18; Professor of Science and Mathematics, Union College, 1918-

AGNES LAIDLAW VANHOESEN, A.B.

French and German

A.B., Allegheny College, 1917; member of French and German Clubs, conducted entirely in French and German; Professor of French and German, Union College, 1917-

ARVA L. BRADY, A.B.

Expression Department

A.B., Cornell College, 1917; graduate of Cornell School of Expression, 1917; public school teacher for three years, and large experience in public reading; head of the Expression Department, Union College, 1917-

MARY M'DERMID MINTON, A.B.

Spanish

A.B., Ripon College, 1895; assistant principal Rogers Academy, 1891-1892; teacher Ripon public schools, 1895-1897; Escuela Normal Presbyteriana, City of Mexico, 1897-1909; Professor of Spanish Union College, 1918-

FLORENCE M. CAMPBELL

Director of Music Conservatory

In Voice, studied with Harold Brancombe of London and Liverpool; special student of William Shakespeare, F.R.A.M., London, 1905-1908; Sight Reading and Choral Work under Henry Lawson; Member of Philharmonic Society under Sir Charles Halle; Member of Gounod Society, under Signor Agramonte, New York; Choir Director and Solo Singer. In Piano, studied with Santly, of Liverpool, England; Frederic Cafferata, of Liege, Belgium; Stiebler Cook, A.R.A.M., London. Graduated under Stiebler Cook at Virgil Piano School, 1908; received First Class Honors in Theory and Harmony, Trinity College of Music, London; Special Student in Harmony, Composition and Counterpoint with Stiebler Cook, under whom took full Teachers' Course. Director of Music at Suffolk College, Virginia, for seven years; Director of Music, Sue Bennett Memorial School, London, Ky., for several years; Director of Music, London Conservatory, 1917-1918; Director of Music Conservatory, Union College, 1918-

Teaches Voice, Choral and Sightsinging, Piano, Theory, Harmony, Composition, History, Psychology and Pedagogy of Music; Director and Teacher of Band and Orchestra.

LAURA MARIA WILCOX, A.B.

Piano

A.B., Cornell College, 1918; graduate of Cornell College Conservatory in Teachers' Course, 1914; graduate in Piano, 1918, under Miss Bertha Hart, head of the Piano Department and pupil of Theodor Wiehmayer, Leipzig and Stuttgart and of Raoul Pugno, Paris; large experience in public recitals; professional accompanist in Cornell Conservatory for three years; Teacher of Piano, Union College, 1918-

D. M. HUMFLEET

Normal Department

Attended Union College two years; Normal School and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work two years; at this writing holds the highest grade certificate in Knox County and the highest grade State Certificate issued in years; Principal of the Normal Department, Union College, 1915-

R. EDWARD BURNETT

Sub-academic

Many years a teacher in Public Schools in Kentucky and Georgia; Principal of the Sub-academic Department, Union College, 1917-

MISS NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

OFFICERS OF ADMINISTRATION

Ezra T. Franklin.....*President*
Abigail E. Weeks.....*Librarian*
Nannie Taylor.....*Office Secretary*
Lawrence Yates .....*Disciplinarian at Stevenson Hall*
Mrs. E. J. Langdon.....*Preceptress at Fanny Speed Hall*
Mrs. Will Gregory .....*Matron at Stevenson Hall*
Mr. Will Gregory .....*Asst. Disciplinarian at Stevenson Hall*

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopals South, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable build-

ing erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, now Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of Presi-

dent Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget was met in full by conference of last year, and a good start has been made on the larger financial campaign.

Two revivals, one in the fall term and another in the winter term, each year resulted in the conversion of nearly all the students unconverted when they came.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love

of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The campus comprises about eight acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball

fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

GYMNASIUM—The college has rented an old church building which affords a very good place for basketball. We fully expect to have in the near future a first-class gymnasium with all modern equipment.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells within the building.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing over two thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

This year Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for fifty individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for about fifty individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horse power electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment

comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight pianos, and through the kindness of Miss Campbell the chapel is graced with her concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep

and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and

women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

All students must be in their own rooms after 7.00 p.m.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our

religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian usually becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelphian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the

Methodist Episcopal Church. Since ministerial students pay only one-half literary tuition this fund furnishes sufficient income to help several students each year.

The Board of Education has ruled that this money may be spent for tuition only and it shall be given on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance and who has promise of making a useful man, will receive one of these scholarships, paying his tuition, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS

After dropping athletics for a year or two, in order to make some corrections and to get started on a strictly collegiate basis, Union College is entering interscholastic and intercollegiate athletics.

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

This past season our basketball team was a winner. We took seven games out of eight played. The baseball team also did well, but its schedule was broken up through sickness, draft, and other unavoidable things. We won two games out of three played.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-five minute recitations, or four days a week with one hour recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED

Algebra	1½
Geometry	1
English	3
Foreign Language	3
Science	1
History	1

ELECTIVES

Latin	2 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1
Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED

English Composition and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

SPANISH—The equivalent of Spanish I and II in the Academy.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Junior year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours" including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, 95-100; B, 85-94; C, 75-84; D, 70-74; K, means condition; F, failed. No completed course will be marked K. Only a continued course will be marked K when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Only one D each term may be credited toward graduation. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

Grade A means *excellent;* grade B, means *good;* grade C, *fair;* grade D, *passed.* Only one D in a term will be

counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

CURRICULUM

College

FALL TERM	WINTER TERM	SPRING TERM
English 1 3	English 1 3	English 1 3
Mathematics 2....4	Mathematics 2....4	Mathematics 2....4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
*Science 4	*Science 4	*Science 4
Bible 2	Bible 2	Bible 2

Sophomore

English 2 4	English 2 4	English 2 4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
Bible 2	Bible 2	Bible 2
†Electives 6	†Electives 6	†Electives 6

Junior

Philosophy 1.....5	Philosophy 2.....5	Philosophy 3.....5
Electives 11	Electives 11	Electives 11

Senior

Electives 16	Electives 16	Electives 16

*If there is a good reason for a student taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

†When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, or 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Four hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Required of all Sophomores and Juniors in 1918-19.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition.* This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.
Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.
Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*American Literature.* Parallels Course 2.
Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.
Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."
Three hours throughout the year.

ENGLISH 11—*Modern Drama.* This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.
Two hours throughout the year.

ENGLISH 12—*Epics in Translation.* Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."
Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.
Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.
Three hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.
Three hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.
Three hours throughout the year.

ENGLISH 17. *Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.
One hour throughout the year.

ENGLISH BIBLE AND CHRISTIAN THEOLOGY

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there

are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Twenty-one hours in this department including twelve hours of Bible will constitute a minor. Theology I. is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.
Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.
Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.
One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.
One hour throughout the year.

THEOLOGY 1—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.
Three hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics.* A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Four hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Four hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2, given in 1918-19.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Prose of the Seventeenth Century.* A study of Drama. The reading of such writers as Corneille, Raume, Moliere. Outline of the literature of this period.
Three hours throughout the year.
Given in 1919-20.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.
Four hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.
Four hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.
Three hours throughout the year.
Given in 1918-19.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.
Three hours throughout the year.
Given in 1919-20.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.
Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."
Five hours per week throughout the year.

GREEK 2—*History.* Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.
Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."
Four hours per week throughout the year.

GREEK 3—*Oratory.* "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.
Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).
Three hours per week through fall term.

GREEK B—*History.* "Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4—*Epic Poetry.* Homer's "Iliad," Books I-VI; Grammar and Prose Composition.

Textbooks—"Illiad" (Keep); Prose Composition (Spieker).

Three hours per week through fall term.

GREEK B—*Philosophy.* Plato's "Apology" and "Crito;" Xenophon's "Memorabilia;" Grammar and Prose Composition. Selections from the New Testament may be substituted for Xenophon's "Memorabilia."

Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).

Three hours through winter and spring terms.

HISTORY AND ECONOMICS

The work in History and Economics will be increased after this year. At present we offer a minor only.

HISTORY 1—*History of Western Europe.* This course makes a survey of the leading events and movements beginning with the Reformation and leading up to the present. It seeks to show the student the meaning of the great treaties, alliances, changing national ideals, the influence of commerce, popular philosophies, education, and other forces making possible the present world war. Large quantities of original resource material will be read in addition to a guiding text and lectures.

Four hours throughout the year.

HISTORY 2—*American History.* This course endeavors to give an interpretation of the leading events in American history, American institutions, government, and ideals are carefully analyzed in the light of the conditions which brought them about. One of the main objects is to make the student *know* his country.

Three hours throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week, Fall and Winter Terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.
Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, Spanish or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.
Four hours throughout the year.

LATIN 2—*Literature.* Horace's Odes and Epodes; Ference, selected plays; Juvenal's Satires.
Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.
Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and any-

one wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Four hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.
Four hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.
Four hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.
Four hours, first half year.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.
Four hours, second half year.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.
Four hours, second half year.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.
Four hours, first half year.

PHILOSOPHY

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

Only in exceptional cases will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.
Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.
Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.
Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 6—*Educational Psychology.* A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Three hours, first half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Four hours throughout the year.

SCIENCE 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Four hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four-hour course.

SCIENCE 4—*Analytic Chemistry—Qualitative Analysis.* Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures eight hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Four hours throughout the year.

SCIENCE 5—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.
Four hours throughout the year.

SPANISH

Recently this "language of love" has become a language of commerce. This increased demand for Spanish leads us to offer a thoroughly practical course. Lessons are strictly graded and consist of conversations on interesting topics, supplying words and idioms needed in the everyday affairs of life. Grammar and paradigms are used to enable the pupil to see the relation of the part to the whole. All classes are conducted in Spanish and frequent lectures are given on the customs and manners, history and archaeology of the peoples whose language we are studying. Every effort is made to enable the student to "think Spanish."

A minor will be composed of courses 1, 2, and 3.

SPANISH 1—*Elementary Spanish.* This course is designed for pupils who offer no Spanish for entrance. "First Spanish Course" by Hills and Ford, is the text used, and some easy Spanish novel is read, probably "El Capitán Veneno," by Alarcón.
Four hours throughout the year.

SPANISH 2—*Intermediate Spanish.* Advanced study for students having completed the preceding course. Texts: "Doña Perfecta," by Galdós, or "Marís," by Jorge Isaacs.
Four hours throughout the year.

SPANISH 3—*Advanced Spanish.* A thorough review of the grammar and study of classics by such authors as Castelar and Cervantes.
Four hours throughout the year.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
Science I.....4	Science I.....4	Science I.....4
Mathematics I.....5	Mathematics I....5	Mathematics I.....5
Bible 1	Bible 1	Bible 1

Sophomore

English II.....4	English II.....4	English II.....4
Latin II.....5	Latin II.....5	Latin II.....5
Mathematics II....5	Mathematics II...5	Mathematics II....5
History I.....5	History I.....5	History I.....5
Bible 1	Bible 1	Bible 1

Junior

English III 4	English III 4	English III 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Mathematics III...5	Mathematics IV...5	Mathematics IV...5
Bible 1	Bible 1	Bible 1
*Elective 5	*Elective 5	*Elective 5

Senior

English IV 4	English IV 4	English IV 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Science III 5	Science III 5	Science III 5
Bible 1	Bible 1	Bible 1
†Elective 5	†Elective 5	†Elective 5

*One unit chosen from Latin III, German, I, Spanish, I, History II, Physiology, Music or Expression.

†One unit chosen from Latin IV, German II, Spanish II, History II, Economics and Psychology, Physiology, Music or Expression. In electing a special like Music or Expression, tuition is extra.

Academy Department of Instruction

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I (*a*) — *Grammar.* A general review of English Grammar with special attention to infinitives, participles, relatives and sentence structure. Sufficient parsing, diagraming, and analysis will be given to familiarize the student with these phases of grammar.

The work is of a high class and is designed to give a thorough foundation for the courses which follow:

Fall Term—Five hours a week.

ENGLISH I (*b*)—*Composition.* In this course Brook's English Composition Book I is begun and continued as far as Correctness, page 110. Oral compositions are required in the beginning and as the student becomes accustomed to expressing his own thought orally, the more difficult written composition is required.

The text is recited very little but is used as a basis for discussion between teacher and student. The student's mastery of the principles is judged by his ability to use them in his compositions.

Winter and Spring Terms—Three hours a week.

ENGLISH I (*c*)—*Literature.* Study of the College Entrance requirements in English as fixed by the National Educational Association is begun. The purpose of the study of the classics in this academy is first of all to instill a love of good literature and

to give the student discriminating taste. Due attention is given to the author's life and literary work. Some memory work of gems of thought is required from time to time. Debates, modernizations, book reviews, themes, etc., in connection with this course are required at the discretion of the instructor in charge. Reading of "Sketch Book," "Pilgrim's Progress," and "Ancient Mariner."

Winter and Spring Terms—Two hours a week.

ENGLISH II (*a*)—Continuance of Brook's English Composition, Book I, beginning with Correctness, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH II (*b*)—Continued study of entrance requirements. Study of "As You Like It," "Marmion," and "David Copperfield."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*a*)—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*b*)—*Literature.* Continued study of entrance requirements. Selections from American Poetry. Ruskin's "Sesame" and "Lillies" and "Macbeth."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*a*)—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary Law. Debates and parliamentary drills required. Study of poetic forms.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*b*)—*Literature.* Study of entrance requirements completed. Careful study of the forms, structure, and subject matter of "Hamlet." Selections from Tennyson's "Idylls," Emerson's "Essay on Manners," Washington's "Farewell Address," and Webster's "First Bunker Hill Oration."

Fall, Winter and Spring Terms—Two hours a week.

MATHEMATICS

MATHEMATICS I—*Algebra.* This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of expo-

nents, radicals and equations involving radicals. Text: Wentworth and Smith.
Five hours throughout the year.

MATHEMATICS II—*Plane Geometry.* Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text: Wentworth and Smith.
Five hours throughout the year.

MATHEMATICS III—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.
Five hours, Fall Term.

MATHEMATICS IV—*Algebra.* A review of previous work and a thorough study of radicals, quadratic equations, with one or two unknown quantities, ratio and proportion, progressions and binomial theorem. Text: Wentworth.
Five hours, Winter and Spring Terms.

LATIN

LATIN I—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.
Five hours a week throughout the year.

LATIN II—Cæsar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs, are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Cæsar completed.
Five hours a week throughout the year.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.
Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.
Five hours a week throughout the year.

GERMAN

GERMAN I (*a*)—This course embraces a thorough study of pronunciation, forms, and all the elements of German Grammar; the accurate reading of easy prose without translation; and some proficiency in writing and speaking German. German script is used from the beginning. Frequent sight-reading and memory work; also the singing of some of the national and popular hymns in German. Text, Kayser and Montesser's Foundations of German, "Herein," "Immense," and similar classics. Thomas' German Grammar started.
Five hours throughout the year.

GERMAN II (*a*)—More difficult classics are taken up, including the reading of Goethe's "Hermann and Dorothea," and Schiller's "Wilhelm Tell." Wesselhoeft's German Composition and Thomas' German Grammar.
Five hours throughout the year.

SPANISH

SPANISH I—By the constant use of a notebook, vocabularies and everyday phrases are taught. Worman's "First Spanish Book" is the text.
Five hours throughout the year.

SPANISH II—More difficult work is done. Current topics from the weekly paper "El Abogado" are reported and Worman's "Second Spanish Book" is used as a text.
Five hours throughout the year.

NATURAL SCIENCE

SCIENCE I (*a*)—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth

Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.
Four hours, first half year.

SCIENCE I (*b*)—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.
Four hours, second half year.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.
Five hours, Fall Term.

SCIENCE III—*Elementary Physics.* This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.
Five hours throughout the year.

HISTORY

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.
Five hours a week—Fall, Winter and Spring Terms.

HISTORY II—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development

of constitutional government. A textbook in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PSYCHOLOGY

It is deemed valuable that every man and woman have a course in Economics and Psychology. We offer these to Academy Seniors, advanced normal students, and to certain special students who may need these courses.

Economics I—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall Term.

Psychology I—This course is introductory, but fundamental, practical and thorough. Textbook, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

Bible I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

Normal School

PROFESSOR DAN M. HUMFLEET,
PRINCIPAL

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

It is our purpose to offer courses leading to the Elementary and Intermediate State Certificates under the new Normal School bill as soon as the Board of Regents for Normal School Inspection meets and gives the necessary standards.

One hundred per cent. of the students of this department, who took the county examination this year, made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three courses are offered:

(1) County Certificate Course.
(2) State Certificate Course.
(3) High School Course for Teachers.

SCHEDULE OF STUDIES FOR COUNTY CERTIFICATES

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work

during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted textbooks will be used as a basis of all work. They will be supplemented by the very best and most up-to-date books to be found.

THE STATE CERTIFICATE COURSE

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT

ARITHMETIC—The aim of this class is to thoroughly master the subject. All good textbooks on this branch will be used. The work will be made as practical as possible.

GRAMMAR—The Mother Tongue Book II will be the work done in this class. Such other texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP—In this class all normal students have the advantage of an expert Business Penmanship teacher without extra cost. This class will be conducted by a teacher who has taught penmanship in a business school for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS—This is another new feature of the Normal School of Union College. Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School by some of the most skillful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying and observing their work with a "Model Class" of primary students will be a rare treat.

THEORY AND PRACTICE—As will be readily seen, the examinations in this subject are almost identical with the State Course of Study. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Course of Study a regular text from the very outset. We will also devote sufficient time to the study of the leading educational reformers and their ideas, as well as the mind. Two periods each week will be given this class.

READING—Applicants for county certificates very often find it necessary to have considerable knowledge of literature. It is our purpose in this class not to teach to read, but to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

AGRICULTURE—Experiment has been added for textbook and experimental work in agricultural classes will be organized for those who wish to prepare to teach this subject.

HISTORY—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery and continuing throughout the entire subject. The "Chain" system, as suggested in the Course of Study, will be

followed closely. Due consideration will be given the History of Kentucky.

SPELLING—We have one of the best classes in spelling to be found anywhere. Text used: "Common Words Commonly Misspelled." Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY AND GEOGRAPHY will receive their full share of attention, the work being done by the latest and most approved methods as advocated and practiced by the leading educators.

REVIEWS AND DRILLS in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examination, and having passed, to become capable and successful teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students of thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

Florence M. Campbell, Director.
Laura Maria Wilcox, Piano.
(To be supplied), Violin.

CURRICULUM

The course offered in the Union College Conservatory of Music is arranged in departments, open to students from the College and the community. Any of these departments may be taken as desired, but students who wish to obtain the Conservatory Diploma must follow a special course leading to graduation with any of the following major subjects: Voice, Piano, Violin, Composition, Public School Music.

The departments are as follows:

A. Voice Department.
B. Piano Department.
C. Children's Department.
D. Teacher's Training Department.
E. Theory, Harmony, and Composition Department.
F. Stringed Instrument and Orchestra Department.
G. Wind Instrument and Band Department.

GENERAL OUTLINE

For those whose aim is to become thorough musicians, the Conservatory offers a broad and sound training, and in those who wish to become professionals in any line of the Art as mentioned above, special interest will be taken.

Stress is laid upon the theoretical studies, for no person can become an all-round musician without an intelligent understanding of the "make-up" of the Art of Music.

The THEORETICAL STUDIES are: Theory, Harmony, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students making Harmony and Composition the major study.

The MECHANICAL STUDIES are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in Singing and Playing. These may be given in classes or individually, as the needs of the students may demand.

The EXPRESSIONAL STUDIES are so individual as to require special and private teaching, as in the Vocal and Instrumental lessons, though in the case of some instruments, arrangements can be made for studying in groups.

After matriculation, the director will examine each student who will then be assigned by her to the proper classes and teachers.

PRESCRIBED COURSE. This must be followed by any who wish to become teachers or artists, and who desire the Conservatory Diploma. Regular and systematic work must be done in order to be successful in this course.

CERTIFICATE COURSES. Students may register for one or more subjects in the different departments, and will be granted certificates upon finishing the required work and passing a satisfactory examination. In order to obtain such certificates there are special requirements in theoretical work, as follows:

Students of Voice: Two terms of Harmony; Sight Singing; Ear Training and Musical Dictation.

Students of Piano or of Major Stringed Instruments: Four terms of Harmony; Sight Singing; Ear Training; Musical Dictation, and two terms of Ensemble.

Each candidate for a Certificate must give one public recital, unless the Director decides that it shall not be necessary.

A. VOICE DEPARTMENT

General Outline

There is no instrument as full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience, as the voice which is well trained and under good control.

Great care must be taken in the treatment of each voice, for while there is a general foundational course of development, no two are just alike in their requirements, and the work must be prescribed to suit the individual case.

The work in this most delightful branch of Music follows the methods of the pure *Italian School* of Singing, as taught by the great *Lamperti,* the teacher of the distinguished Voice Culturist, Composer, and Writer, *William Shakespeare,* with whom Miss Campbell studied for several years.

Courses

Three Courses are open to students:

1. *Children's Course,* for students from six years of age.

2. *Singers'* and *Teachers' Diploma Course,* to equip for *Solo* and *Teachers'* work in all branches of the Vocal Art.

3. *Quartette Course,* including work in Voice Culture, Sight Singing, Church and Concert Quartettes of all styles. Instruction is given in groups in this Course.

Under this Course, is also placed the work in Choral and Glee Clubs.

1. CHILDREN'S COURSE. Children from six years of age will be received for special training in this course, and parents are urged to consider seriously the benefit of correct training in the use of the voices of their children. More fine voices are ruined by incorrect use between the ages of six and fourteen than at any other time. The work of this course is based upon William Shakespeare's Singing for Children. Great care is exercised in forming correct habits of breathing, vowel and consonant production, tone placing, sweet intonation, cultivation of the Head Voice for the highest notes, sight singing; preserving, cultivating and strengthening the voice; encouraging a love for the beautiful in the simplest and yet the highest productions of the great masters of song, in English, Italian, and French. Ear training is a special feature, and easy lessons in Theory are given throughout the course. Conversational French is also included in the work, as well as the foundations of the pronunciation of the Italian language, sufficient to enable the young student to sing

correctly in this language. There are *three grades* in this course: Beginners, Introductory, and Intermediate.

If there is one branch of Voice Training in which the Director has excelled more than in another, it is in this work of training the voices of children from the ages of six to fourteen, a line of work almost entirely ignored and neglected by the majority of voice culturists, and which is now considered, by such teachers and authorities as Shakespeare, as the most important work that can be done for the establishing of a School of Vocal Music in America that may in future take the place of the old Italian School, which, of necessity, will not be able to hold its own as formerly. The children of this time in America must be trained, and trained correctly, to take the places of the generation that is so rapidly passing out in these days of war and death.

Protect your children, also, from the pernicious influence of the "tremulo," that abomination of the true vocalist. It is nothing but a cultivation of *palsy of the vocal chords*, and once acquired can hardly ever be eradicated. Never submit to a voice teacher who uses that form of singing.

2. Singers' and Teachers' Diploma Course. This course is offered to those who wish to become proficient as soloists or as teachers in all branches of the vocal art. There are three divisions in this course:

I. Beginners and Introductory, three grades.

II. Intermediate, three grades.

III. Advanced, three grades.

I. In the Beginners' and Introductory Division the work covers the foundational principles of singing, correct breathing and breath control, tone placing, vowel and consonant production, simple vocalises and songs and ballads in English and Italian.

Those who have taken the work of the Children's Course have done the work of this division in the first two grades.

For those who desire the Conservatory Diploma the following work is required:

Principal subject: Singing.
Secondary subject: Piano.
Theory, Sight Singing, Ear Training, Musical Dictation.
Musical History.
English Diction, with readings.
Study of French and Italian.
Chorus work.

II. *Intermediate Division.* Voice development continued. Breath control and development of power and agility. Embellishments; Bravura singing. Songs, etc., in English, French, and

Italian; Oratorio Selections and other sacred solos. The Song Cycle.

Diploma course requirements:
Principal subject.
Secondary subject (piano).
Harmony, Sight Singing, Ear Training, Musical Dictation.
Italian, English, and French Diction.
History of Music. Psychology as related to Music.
Choral work, and work in teaching Sight Singing and Vocal Classes.

III. *Advanced Division.* Exercises in Advanced Voice Technique. Ornaments and Embellishments of all kinds. Singing in French, German, Italian, English, and Latin. Song Cycles. Arias from Oratorios and Operas.

Diploma course requirements:
Principal subject.
Secondary subject (piano).
Advanced Sight Singing, Ear Training, Musical Dictation.
Study of Advanced Harmony and Musical Form.
French, Italian and English Diction.
Psychology as related to Music. Pedagogy.
Choral work. Church Choir and Quartette work of different kinds.

Final Examinations

The candidate for a diploma in singing, having finished all the work of the above course, and having passed all the theoretical examinations satisfactorily, must also render a program containing an aria from a standard oratorio; an aria from the Italian, French, or German operas; classical and modern songs in the original languages; a song cycle in English; and an aria or a difficult song prepared without assistance in two weeks' time, and must be able to read a song of medium difficulty at sight, and play by sight the accompaniment of a song or of a solo instrument.

3. Quartette Course. Those who wish to form male, female or mixed quartettes are taught together. Suitable work in Voice and Breath Control, Sight Singing, Church and Concert Quartettes of all styles.
(Quartettes trained for the city churches if desired.)
Glee Clubs and Choral Work form part of the regular curriculum.

B. PIANO DEPARTMENT

The Piano is the most universally used of all musical instruments, and its study is of prime importance.

The acquirement of a correct technique, and of the principles of tone production are essential in the preparation of a piano player, and the method employed in doing this, at the Union College Conservatory is one of the most unique and thorough in the whole realm of musical pedagogy, and always has resulted successfully.

The Virgil Clavier Method is acknowledged by such great musicians and players as Paderewski, DePachmann, Joseffy, and hosts of others to be a complete system of technique of the very highest merit, and its use in all parts of the world by musicians and teachers of the highest culture has been one of the chief means of awakening those of the older schools to the realization that a systematized form of training in Music will result as happily as in every other study in the curriculum.

The basic principle of the Virgil Clavier Method is that the *mechanical* part of piano work should be done in such a way as to call into active service the *thinking powers* of the student, and that this can best be done apart from the element of *musical sound*—hence the use of the Technique Table and the Clavier as aids in acquiring this kind of power.

By the use of this method, when the hearty cooperation of the student is obtained, ground can be covered in *one year* which, in the ordinary methods, takes from two to three years, and it is done with more exactitude and finish.

The correct technical habits having been formed by a series of exercises which are of the highest merit from a pedagogical and psychological standpoint, the student applies the same movements and conditions to the production of truly musical effects, and the result is most gratifying even in beginners. The use of the Clavier in memory work is a great help in the cultivation of the power of concentration and attention, and the mentality of the student is wonderfully strengthened by this method of study. A solo well well-prepared at

the Clavier as regards memorizing and technique, when taken at the piano, is ready for the finishing touches in velocity and expression. Indeed, quite a good deal of the element of expression can be felt and introduced when at the Clavier, and over and over again the fact has been demonstrated beyond dispute, that pupils taught after this method can sooner become good players than the majority of those using even the very best of other methods. This was tested to the full satisfaction of the finest musicians in Berlin a good many years ago, and there was, before this great war, a flourishing conservatory in Berlin under the personal direction of Mr. A. K. Virgil for half of each year.

In a short time after opening the Conservatory this year, an opportunity will be given to all who are interested, to see the working of the plan and of the methods adopted, when the Director will give an illustrated lecture showing the application of the teaching as given to little children as well as to more advanced students.

The five courses in this department are as follows:

1. Kindergarten Music Course. (Miss Campbell is a Certificated Kindergartner.)
2. Players' Diploma Course.
3. Teachers' Training Course.
4. Certificate Course.
5. Special Harmony and Composition Course.

1. *Kindergarten Course.*

By a system of attractive exercises, songs and games, children are introduced to the elements of music—Notation, Rythm, Ear Training, Melody Building, Harmonic combinations and their names. This work is done in *classes* of from four to six children, and the young ladies who are taking the Training Course will be present and assist in the work as part of their own course. In an incredibly short time the little ones will be intelligently talking of Chords and of Rhythm, detecting the pitch of sounds in Nature and in the home, and sing-

ing and playing little melodies and writing their own music.

2. *Players' Diploma Course.*

This course is arranged to meet the needs of those who desire to become proficient performers. It is grouped in five divisions:

I. Beginners—two grades, 1 and 2.
II. Introductory—two grades, 3 and 4.
III. Intermediate—two grades, 5 and 6.
IV. Preparatory—two grades, 7 and 8.
V. Advanced—two grades, 9 and 10.

I. Beginners in Piano work are placed in this division, and also those whose theoretical and technical work has been neglected, who will in this way be able to lay a foundation for all the course that follows. Undoubtedly, this is the most important division of the whole course of music, and upon the thoroughness of the work done here will depend, to a large extent, the future success of the pianist.

The work of this division covers two grades.

For those who are aspiring to the Conservatory Diploma the following course of study is required:

Major Subject: Simple Solos and Duets.
Breathing and Physical Exercises.
Foundation work in Technique, Concentration, Rhythm.
Notation, Sight Singing, Ear Training.
Brain Technique. Elements of Memorizing.
Simple lessons in Theory: Tonology, Rhythm, Italian words and phrases used in Music, Major Scales.

II. *Introductory Division.* Grades 3 and 4.
Major Subject.
Technical work. Pedal exercises. Principles of expression.
Study of Theory: All forms of the Scales; Intervals; Abbreviations and Embellishments.
Reciting, as well as playing Scales, Triads and Chords in different positions.
Ear Training; developing Positive Pitch. Dictation.
Sight Singing, Sight Reading and Playing.
Brain Technique, Rhythm, Memory Training.
Etudes for Mechanism.
Study of solos, such as Mendelssohn's "Songs Without Words"; Schumann's "Album"; Beethoven's "Bagatelles," and the easier sonatas by Mozart, Haydn, etc. Work in Ensemble.

III. *Intermediate Division.* Grades 5 and 6.
Major Subject.
Technical Exercises; Expression; Velocity; Octave Work; Scales and Arpeggios; Chord Work; Rhythmic Exercises.
Sight Singing and Sight Reading. Ear Training.
Musical Dictation. History of Music. Harmony.
Etudes. Two-part inventions: Bach.
Sonatas. Ensemble work. Public playing.

IV. *Preparatory Division.* Grades 7 and 8.
This is the preparatory work for the Conservatory Course proper, and is the equivalent of the credit work of the high schools.
Major subject.
Advanced Technique.
Advanced Harmony and Analysis. Composition.
Sight Singing and Sight Reading. Ear Training. Dictation. Musical History. Special Studies of the Lives of great Composers.
Preludes and Fugues, from the Well-tempered Clavichord, Bach. Suites.
Scales in Double Thirds and Double Sixths.
Studies in Interpretation. Accompaniment Playing.

V. *Advanced Division.* Grades 9 and 10.
Major Subject.
Musical Form. Composition.
Counterpoint. Analysis. Harmonic Dictation.
Compositions by Bach, Beethoven, Chopin, Liszt, Schumann, MacDowell, Raff, Grieg, and other Classical and Modern Composers.
The Concerto.
Students in this course must appear in public recitals unless excused by the Director; pass all theoretical examinations, and present a program to the examiners, including: A Prelude and Fugue from Bach's Well-tempered Clavichord; a Beethoven sonata; Chopin Etude from op. 10 or 25; a Modern Composition, and a personally prepared number of moderate difficulty.

D, 3. TEACHERS' TRAINING COURSE.

Everyone who is interested in Music knows that a good player is not of necessity a good teacher. Only rarely are these two faculties combined. Indeed, the ability to become a good teacher is acquired, in most cases, by a study of the ways and means of training the child-mind. In a special study of modern pedagogy, teach-

ers are enabled to accomplish (even with pupils of tender years), what used to be considered possible only for maturer players.

In order to prepare good teachers of Piano, the Teachers' Training Course is arranged, and it is hoped that many may take advantage of this opportunity of preparing themselves to be successful teachers. In this course, students will learn how to make their pupils play, and *play well*—that is, with clear tone and good touch, with intelligence, with refined phrasing and therefore with expression.

The students of this course will also have the privilege of teaching one or more pupils under the direct supervision of their own teachers, and will be advised and directed at every difficult point in the work.

The Teachers' Course includes the following:

The full course in Piano Technique and Ear Training.

Theory of Music; Harmony; History of Music.

Analysis; Interpretation; Standard Compositions.

Psychology, as related to Music; Pedagogy.

Practical application of work; presence in classes taught by an experienced teacher, and teaching in the presence of a Critic Teacher.

Note books are to be kept by those taking this course, and be presented for inspection. Written tests and examinations are held all through the course.

Certificates will be granted for periods shorter than the full course, stating the amount of work accomplished, but in order to obtain the Teacher's *Diploma,* the following requirements must be met:

Study of the full course, covering four divisions, with two grades in each division.

Diatonic and Chromatic Harmony.

Musical History.

Study of the Virgil Clavier Method. All the exercises and technical studies in the "Foundation Exercises," by A. K. Virgil, Books 1 and 2, to be played from memory, and a thorough understanding of the pedagogical

value of each study, with the ability to present them to a student.

To give a clear analysis of a standard composition, as to its Form and Interpretation.

To present a thoroughly, well-prepared program, such as is given in the Players' Diploma Course, through Division IV, grade 8, with one number of moderate difficulty prepared by the student in two weeks before playing it.

The candidate for Teacher's Diploma must also be able to play at sight the accompaniment to a Classical Song, and a piece of concerted music given by the examiners.

4. CERTIFICATE COURSE.

This course is introduced for those who desire to take some work offered in the different courses, yet who do not want to take up the full Diploma Courses.

In connection with the "General Outline," there is a statement with regard to the requirements in the Certificate Courses, and prospective students are referred to that paragraph in order to understand what will be necessary to obtain a certificate.

E, 5. SPECIAL COURSE IN HARMONY AND COMPOSITION

For students showing marked ability in Harmony and Composition a special course is presented, which enables them to do work admitting them to such Schools for Composers as the one found in Columbia University, New York, which ranks with the very highest.

The course covers work in Diatonic and Chromatic Harmony; Musical Analysis; Rhythm; Form; Counterpoint; Harmonizing given Melodies; writing Melodies of all forms, and then harmonizing them; the Short Prelude—to compose it; the Melodic Intermezzo, or Accompanied Melody; the Long Prelude; the Extended Intermezzo; a Theme with Variations; the Postlude; the

March; the Finale; the Sonata; the Fantasia; arranging music for different solo instruments; the Vocal Solo; arranging music for bands or for orchestras; writing the vocal parts to a given (or composed) Melody; beginning the work of the larger forms of Composition.

Such work as the above will be a splendid introduction to the Art of Composition, and will enable a student to realize fully whether he or she has the gift of composition which will make it worth while to press forward in more ambitious lines. Even as far as this course will take a student, he will become an efficient composer.

Harmony at the Keyboard and work in Extemporization also come under this course.

F. STRINGED INSTRUMENTS AND ORCHESTRA DEPARTMENT

No Conservatory of Music is complete without the "Queen of Instruments," the Violin, an instrument that has been perfected in the time of the great Stradavarius and other wonderful violin makers.

Then, there is the great stringed instrument family, the Viola, the lovely Violincello, the deep-toned Double Bass—who would be willing to miss any of them from the Conservatory work? Even as formerly, we hope to have a fine Orchestra, and no doubt there will be many who will enter with enthusiasm into the study of these stringed instruments. Even the small children should have an Orchestra, and what is more attractive than a group of the younger ones with their smaller Violins? That is the right time to begin this work, for no one ever became a great violinist who did not begin when very young.

The most beautiful music in the world is written for the Orchestra, and it is really wonderful how soon the students can learn and appreciate these beauties.

The outline of work follows much the same course as that for the Piano: the Elementary Course; the Intermediate Course; the Advanced Course.

Elementary Course

The required work in this course is as follows:
Principal Subject.
Secondary Subject (Piano).
Theory, Rhythm, Italian words and phrases used in music.
Sight Reading, Ear Training, Musical Dictation.
History of Music (optional).
In this course there are two grades, and the general work follows about the studies that are in the list below, though at times these may be changed at the discretion of the teacher:

GRADE 1. Wichtl's Young Violinist; De Beriot's Violin School (or Dancla's Method). Studies by Dancla, Mazas. Pieces by Papini, Ries (op. 28), Bohm, etc.

GRADE 2. Kayser, Books 1 and 2. Hermann, op. 20. Kron, op. 111. Dancla's Studies, op. 122.

Intermediate Course

Required work towards diploma:
Major Subject.
Secondary Subject.
Harmony, Sight Reading, Ear Training, Dictation.
Work in Classes and Orchestra.
Musical History.
The work of Grades 3 and 4 is covered in this course:

GRADE 3. Kayser, Book 3. Kreutzer, first ten exercises. Mazas, op. 36, Book I. Shradieck, Book I. Dancla, op. 89. Dancla's Etudes, op. 110.

GRADE 4. Kreutzer, forty-two studies. Scale and Arpeggio studies, Book II, Blumenstegel. Three-octave scales. Pieces by Donizetti, Viotti, Klose, etc.

Advanced Course

Required work, as follows:
Major Subject.
Advanced Harmony and Counterpoint.
Analysis, Musical Form.
Ensemble, Orchestra and String Quartette.

GRADE 5. Kreutzer, thirteen studies. Viotti, 22nd Concerto. Rode, 7th Concerto. Pieces by Ernst, Moszkowski, Krause, etc.

The student who wishes to obtain the Conservatory Diploma in Violin must pass the necessary Theoretical Examinations, present a suitable program of Classical and Modern Composers; read at sight a piece selected by the examiners, and prepare without assistance a piece of moderate difficulty in two weeks.

OTHER STRINGED INSTRUMENTS will follow in the course as required. The Madolin is offered as a secondary study, and a Mandolin Club is always an attractive feature in public recitals of miscellaneous character.

G. WIND INSTRUMENT AND BAND DEPARTMENT

In this department work is offered for the following wind instruments:

B FLAT CORNET: The instrument which is of such service as a leader in band music, and is almost essential in orchestras; that is such a splendid leader in Sunday school and church singing, and is so effective as a solo instrument. The course of study for this instrument will enable the student to become a proficient player, and the theoretical part of the course will make him capable of arranging band music, and conducting and teaching bands.

B FLAT CLARINET: So essential in the orchestra and band and so beautiful as a solo instrument, is given every attention, and a full course in order to make excellent players is arranged.

E FLAT ALTO: Without which there could be no band! So much of the harmonious effect depends on the altos, and the "filling-in" belongs to them. This horn is also a most effective solo instrument, and is used in numbers of orchestral pieces.

B FLAT SLIDE TROMBONE and the VALVE TROMBONE (Tenor): What is more attractive than the working of the slide in the band? Then, this is one of the bass instruments in the orchestra, and also makes a fine solo horn. Anyone who has seen Rodeheaver playing the trombone in the wonderful meetings of Mr. Sunday, realizes that the trombone can lead some, as well as the cornet.

B FLAT BARITONE: With a good player behind a good baritone, what else do you want in horns? Of course, one cannot learn this horn quite so quickly as the alto, but it is one of the big ones when it is learned. Then, how beautiful it is as a leader in church singing, and since we are missing so many of the bass singers from our choirs, who are singing "Over There" and

"Yankee Doodle" so effectively "Somewhere in France," let us "Keep the Home Fires Burning," and put the baritone and other bass and tenor instruments into the hands of some of our high school boys or—why not?—*girls,* till our bass and tenor singers come back to us.

E Flat Bass: What small boy does not watch the fellow in the band hugging the big bass and promise himself when he gets large enough he will have that big one to blow? And this makes a fine bass singer in the choir also, and of recent years this Basso-Profundo-Robusto has also been made to sing some fine bass solos, accompanied by the piano.

Drums: The *Side Drummer* or *Snare Drummer* and the big *Bass Player,* oh! what trouble a band leader has to find a good one, and when one is found to *keep time,* how delighted is the conductor, for, as one well-known bandman said, the drummer is "three-fourths of the band."

Don't let us forget the lovely *Saxophone family,* for if you want a really popular and truly musical instrument, that will give you some little work and then repay you a thousandfold for learning it, just get one of these reed instruments and work at it for a while.

Yes, we can undertake to teach all of these instruments, and teach them well, at Union College, and what ties a boy to his college more than the fact that he is in the band, and that he would not miss it for the world, if he can manage by any good means to be there.

Wind Instruments are primarily the instruments of *men,* and the boys love them, and they appeal to them more than any other class of instruments. They are a means also of leading boys to become interested in the other branches of music, if they feel indifferent to them at first.

A course is also offered in the training of buglers for the Army and Navy, and any young man wishing to learn the "calls" can receive the instruction in connection with his band work.

MUSICAL ORGANIZATIONS

Besides the *Orchestra* and the *Band,* we expect to make a good deal of our chorus singing, the *Choral,* open to all who love to sing, and want to sing better, who wish to spend an hour a week together in this delightful occupation, and of course learning something of the sight singing and other things necessary to improve the full effect of the singing.

The *"Treble Clef Club"* is an organization of women's and girls' voices, which is a most delightful and interesting addition to all musical or other entertainments. This club will be started early in the year.

Another interesting feature which will be open to everyone, is the *Course of Lectures* on *History of Music,* to be given by the Director, with illustrations given on the "Talking Machine" and also by song and instruments.

As well as this, there will be a Course in *Appreciation of Music,* which will acquaint us all more fully with all kinds of music, from the earliest days up to the present time.

As time passes, more will be told about all these things, and announcements made when the different organizations will meet, and it is sincerely hoped that large numbers of the citizens may take advantage of these opportunities to make Barbourville the most musical city in the mountains, and to make it more and more attractive to outsiders who will desire to live in a "live" place.

There will also be an opportunity given to Public School Teachers to take a course one hour a week, on the treatment of the Child Voice, as the Director knows that in the hands of these teachers lies, to a large degree, the future of the songsters of the country. If we want good singers, *and we do,* the teachers of the children *must know* how to treat the tender voices of the children.

FREE ADVANTAGES

The following branches, which are usually charged for in a separate fee, are given free to students who are taking one or more principal subjects in music:

Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Reading, Orchestra, Band, History of Music, Musical Appreciation, College Recitals.

TUITION FEES

Voice

(These prices are based upon two lessons a week.)

	Fall Term	Winter Term	Spring Term
1. *Children's Course*	$15.50	$12.25	$12.25
2. *Diploma Course*—			
Division I	17.00	14.00	14.00
Division II	18.50	15.50	15.50
Division III	20.00	17.00	17.00
3. *Quartette Course*—			
Each member	7.00	5.50	5.50

Piano

1. *Kindergarten Course*—			
Each member of class of 4	8.00	6.00	6.00
Each member of class of 6	7.00	5.00	5.00
2. *Players' Diploma Course*—			
I. Beginners	17.00	14.00	14.00
II. Intermediate	18.00	15.00	15.00
III. Preparatory	19.00	16.00	16.00
IV. Advanced	20.00	17.00	17.00
3. *Teachers' Training Course*—			
Division I	19.00	16.00	16.00
Division II	20.00	17.00	17.00
Division III	21.00	18.00	18.00
Division IV	22.00	19.00	19.00
4. *Certificate Courses*— In Voice or Piano: The same tuition as in the other courses mentioned above, according to what division is being studied.			
5. *Special Harmony and Composition Course*—			
First Year	18.00	15.00	15.00
Second Year	20.00	17.00	17.00

F.G. Stringed and Wind Instruments

Solo Work in Stringed or Wind Instruments—			
Division I	17.00	14.00	14.00
Division II	18.00	15.00	15.00
Division III	19.00	16.00	16.00
For those not taking Special Lessons—			
Orchestra, Band, Mandolin Club "Treble Clef Club" and "Choral"	7.00	5.50	5.50
(for outside students)	5.00	3.50	3.50

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.
Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.
Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.
Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.
Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.
Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.
Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Department of Art

The aim of this department is to ground the pupil in the fundamental principles of Art and to cultivate some of the high faculties of the mind. As to the benefits from a mastery of this course, it need only be said that a knowledge of drawing is now indispensible in all departments of mechanics, and that a knowledge of both drawing and painting, besides being a profitable source of income, is also an infinite source of refined and refining pleasure and the means of making homes more cheerful and attractive.

The regular course in Art embraces four years' study of two periods per week. A diploma is awarded for the completion of the course. The student must have at least three years of Academic work before the diploma will be awarded. The exact time required for the completion of the course will naturally vary with the ability of the student, since a certain degree of proficiency is required to entitle the student to the diploma regardless of the time used.

ART DEPARTMENT

First Year—Pencil, charcoal, pen and ink drawing from plaster casts and still life. Study of perspective and artistic grouping. Water colors introduced.

Second Year—Designing, drawing from still life, continued, and sketching from nature. History of Art, oil work and china painting begun.

Third Year—Drawing and sketching, continued. More advanced work in water colors and oils. China painting, continued. Pastel work begun and clay modeling.

Fourth Year — Drawing, designing, water colors, oils and all branches of work continued.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying $52.00 for board upon entering in September one can pay $26.00 and then November 1, $26.00; January 2, $21.00; February 7, $21.00; March 19, $21.00, and April 25, $21.00.

To calculate the expenses for a term or year take the tuition in your department and add the board. For example, a student taking Academy would have for the Fall Term, tuition of $14.00 and board and room, $52.00, making a total of $66.00. In the Grammar School it would be $8.00 for tuition plus $52.00 for board and room, making a total of $60.00.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $2.75 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 15-17 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$16.00	$13.00	$13.00
Academy	14.00	11.00	11.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	8.00	7.00	7.00
Sub-Academic	8.00	7.00	7.00
Expression—two lessons a week.	16.00	13.00	13.00
Art—Two lessons a week	16.00	13.00	13.00
Typewriting	8.00	7.00	7.00
Penmanship	3.50	2.75	2.75

For tuition in music, see Conservatory of Music.

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.50	2.75	2.75

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$52.00	$42.00	$42.00

MISCELLANEOUS

Key deposits in Boys' Hall, refunded when key is turned in, if everything is in good condition	$0.50
Special Examinations	1.00
Grammar School Diplomas	2.00
College, Academic, Music, Art or Expression Diplomas	5.00

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley.....A.B.
May E. Lock.....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson....A.B.

1905

Joseph A. Bretz....A.B.

1906

Lawrence G. Wesley....A.B.
Cora Grindstaff....A.B.
Laura Grindstaff....A.B.

1907

Ernest Faulkner....A.B.
Lena Wilson....A.B.

1908

Edward P. Hall....A.B.

Junior Collegiate Department

Charles Leroy Howes....1913

Academic Department

Thomas A. Wood....1908
Mary Ballinger (deceased)....1908
Howard Trent....1908
J. Spencer Singleton....1908

Thomas Bradley Ashley....1909
Charles G. Black....1909
J. Loyd Decell....1909
Robert W. Howes....1909
Laura Green Easley....1909
Nancy Kincheloe....1909
Sudie Pauline Newman....1909
Hattie Jean Stansberry....1909
Amelia Ballinger....1910

Amelia Ballinger....1910
Grace Bellaire Berry....1910
Verdie Colson....1910
Idella Kincheloe....1910
B. C. Lewis....1910
William Clark Mace....1910
Edgar B. Wesley....1910
Oscar Wesley....1910
Mary Rice Wilson....1910

Ellen Bryan Clark....1911
Ida Mae Cole....1911

Anna Mae Creech....1911
Guy Leslie Dickinson....1911
Norma Bruce Elliott....1911
Nancy Lee Faulkner....1911
Anna Royston Griggs....1911
Charles Leroy Howes....1911
Lallah Rookh Johnson....1911
Harrison W. Large....1911
Mary Dora Laughlin....1911

Lucy Ballinger....1912
Pearl Allyn Bastin....1912
Hallie Ester Cheap....1912
Myrtle Cole....1912
Lillian Hanna Mae Harrop....1912
Walter Monroe Jarvis....1912
Bertha Lockhart Norris....1912
Kathleen Brennan Sullivan....1912
Naomi Oldham Tuttle....1912

Annie Dee Albright....1913
Anna Cronley Ballinger....1913
John List Carrol....1913
Ollie Elnora Cole....1913
Maud Cole....1913
Ruth Decker....1913
Robert Faulkner....1913
Louise Jesson....1913
Mabel Jacobs Matthews....1913
Earl Mayhew....1913
Veana Gilraith Noe....1913
Thelma Edythe Stratton....1913
Edward William Scent....1913
Richard Brittain Tuggle....1913
Anna Melvin Walton....1913
John Henderson Young....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916

Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918

MUSIC DEPARTMENT

John Easley....1908
Emma Weaver....1909
Ida Mae Cole....1911
Norma Bruce Elliott....1911
Ollie Elnora Cole....1913
S. P. Franklin....1917

Register of Students

College

Anderson, T. M. ..... Knox County
Albright, Martha ..... Knox County
Franklin, S. P. ..... Anderson County
Gwyn, Aubrey ..... Wilmore, Ky.
Gregory, W. F. ..... Knox County
Jones, Nellie ..... Knox County
Lewis, Karl ..... Knox County
Sampson, Dowis ..... Knox County
Sampson, Pauline ..... Knox County
Sampson, Emoline ..... Knox County
Senters, P. L. ..... Knox County
Steele, Clarence ..... Laurel County
Sloan, Anna ..... Pulaski County
Simmons, Sue ..... Alabama
Thomas, George ..... Clark County
Tye, Jewel ..... Knox County

Academy

Alloway, Mabel ..... Perry County
Amis, William ..... Knox County
Archibald, Darrell ..... Illinois
Arthur, Ruth ..... Nicholas County
Arthur, James ..... Nicholas County
Bain, Ruby ..... Knox County
Bain, Sallie ..... Knox County
Barker, Horace ..... Estill County
Barton, Homer ..... Knox County
Beddow, Robert ..... Knox County
Blair, James ..... Knox County
Blair, Robert ..... Whitley County
Booze, Karl ..... Bell County
Burke, Edgar ..... Madison County
Burroughs, Flora ..... Grant County
Burroughs, Otis ..... Grant County
Carnes, Mae ..... Knox County
Clark, Myers ..... Whitley County
Cole, Roberta ..... Knox County
Davis, Sudie ..... Harlan County
Dunbar, Vern ..... Harlan County
Edwards, Francis ..... Marion County
Edwards, Catherine ..... Marion County
Edmonson, Warren ..... Virginia

Evans, Charlie ..... Whitley County
Franklin, Collie ..... Anderson County
Franklin, Cheslie ..... Anderson County
Freeman, Leona ..... Whitley County
Gilbert, Xenia ..... Bell County
Gilbert, Ruby ..... Bell County
Green, Raleigh ..... Knox County
Hendricks, C. F. ..... Knox County
Hopkins, Minnie ..... Knox County
Howard, Flora ..... Knox County
Howard, Jakie ..... Bell County
Humfleet, Violet ..... Knox County
Humfleet, Albert ..... Knox County
Huntsman, Reba ..... Allen County
Hutton, Henry ..... Harlan County
Jones, Lucy ..... Harlan County
Kelly, Dewy ..... Clay County
Keith, Jane ..... Clay County
Kennedy, Grace ..... Pulaski County
Knuckles, Grace ..... Bell County
Leger, J. E. ..... Knox County
Lester, Mary ..... Knox County
Lester, Sara ..... Knox County
McClung, Evelyn ..... Knox County
McDermott, Mary ..... Knox County
McKeeham, Lincoln ..... Knox County
Meader, Virginia ..... Kenton County
Messer, George ..... Knox County
Morehead, Thelma ..... Knox County
Overley, Raymond ..... Scott County
Payne, Henry ..... Marion County
Parsons, Pearl ..... Bell County
Perkins, A. N. ..... Whitley County
Reynolds, Charlie ..... Clay County
Smith, Diana ..... Knox County
Smith, Daugh ..... Clay County
Tuggle, Kenneth ..... Knox County
Tuggle, Allen ..... Knox County
Tye, Drucilla ..... Knox County
Verbal, Willie ..... Knox County
Wesley, Nannie ..... Casey County
Wilder, J. Arthur ..... Whitley County
White, Cecil ..... Knox County
Freeman, Alma ..... Whitley County

Normal

Baker, J. E. ..... Knox County
Blair, Vernon ..... Knox County

Broughton, I. C. ..... Knox County
Buell, Loyd ..... Bell County
Butler, Pansy ..... Bell County
Collett, Odell ..... Bell County
Campbell, Vergie ..... Knox County
Campbell, Ethel ..... Knox County
Chadwell, George ..... Knox County
Davis, Bertha ..... Knox County
Davis, Bessie ..... Knox County
Delph, Arthur ..... Clay County
Detherage, Nathan ..... Knox County
Disney, Walter ..... Knox County
Dixon, Anna ..... Bell County
Donaldson, Fanny ..... Knox County
Edwards, Roxie ..... Knox County
Evans, Rosco ..... Bell County
Fee, Mary ..... Knox County
Ford, Lee ..... Knox County
France, Anna ..... Bell County
Frederick, Nellie ..... Knox County
Fuson, S. S. ..... Bell County
Grubb, Jeff ..... Clay County
Hall, Sallie ..... Knox County
Hammons, Jeff ..... Knox County
Hammons, Will ..... Knox County
Hammons, Amanda ..... Knox County
Hammons, Nancy ..... Knox County
Hemphill, John ..... Knox County
Hemphill, B. F. ..... Knox County
Hendricks, John ..... Knox County
Hinkle, Eliga ..... Bell County
Hubbard, Lula ..... Knox County
Hubbard, Ollie ..... Clay County
Humfleet, Eva ..... Knox County
Jarvis, T. J. ..... Knox County
Jarvis, W. T. ..... Knox County
Jordan, Monotee ..... Knox County
Jackson, Asberry ..... Knox County
Jenkins, Maude ..... Knox County
Jones, Lewis ..... Knox County
Jones, Loyd ..... Knox County
Kelley, Dewey ..... Clay County
Keith, Janie ..... Clay County
Leger, Ida ..... Knox County
Lawson, John ..... Knox County
Leedy, Clara ..... Harlan County
Ledford, Sophia ..... Clay County
Lewallen, Minnie ..... Knox County

Mackey, Nell ..... Knox County
Mason, Ida ..... Bell County
Melton, Mary ..... Knox County
Melton, Mallie ..... Knox County
Melton, Corbin ..... Knox County
Miller, Dorothy ..... Bell County
Morris, Love ..... Knox County
Nicholson, Laura ..... Laurel County
Ohler, Robert ..... Knox County
Partin, Hugh ..... Knox County
Parrott, McKinley ..... Knox County
Pickard, C. A. ..... Knox County
Pope, Fred ..... Knox County
Powell, Tony ..... Knox County
Rains, Evertt ..... Whitley County
Relaford, Shelby ..... Knox County
Riley, Nannie ..... Knox County
Scott, Lawrence ..... Knox County
Shelton, Shively ..... Knox County
Smith, Lillie ..... Clay County
Smith, Lucy ..... Knox County
Smith, Arthur ..... Knox County
Smith, Chriss ..... Clay County
Spurlock, Ella ..... Knox County
Taylor, John ..... Knox County
Taylor, Floyd ..... Bell County
Thompson, J. T. ..... Bell County
Valentine, Charley ..... Knox County
Wagers, Daisy ..... Clay County
Walker, Mary ..... Knox County
Walker, Julia ..... Knox County
Walker, Edith ..... Clay County
West, Lawrence ..... Knox County
West, Nola ..... Knox County
West, Joe ..... Knox County
Williams, Robinson ..... Knox County
Willis, Maud ..... Knox County
Woollum, Ethel ..... Knox County
Woollum, John ..... Knox County
Woollum, Fletcher ..... Knox County

Sub-Academic

Balme, Winnie ..... Kenton County
Blair, Georgia ..... Harlan County
Blair, Sylvan ..... Harlan County
Bolling, Gratho ..... Pike County
Bolling, J. Marcus, Jr ..... Pike County

Booze, James ..... Harlan County
Booze, Shirley ..... Harlan County
Brock, Carroll ..... Harlan County
Byrley, Cecil ..... Knox County
Campbell, Speedy ..... Knox County
Carnes, Irene ..... Knox County
Carty, John D. ..... Knox County
Callaway, Lucille ..... Harlan County
Carr, Shelby ..... Virginia
Cox, Elva ..... Knox County
Davis, Caleb ..... Knox County
Detherage, John ..... Knox County
Dozier, Wendell ..... Knox County
Dunbar, Herbert ..... Harlan County
Dykes, Walter ..... Harlan County
Faulkner, George ..... Bell County
Frazier, Cora ..... Knox County
Gray, Hagan ..... Knox County
Godbey, Mamie ..... Casey County
Goodin, Nora Evelyn ..... Bell County
Hale, Homer ..... Bell County
Hampton, Alice ..... Harlan County
Hughes, Earl ..... Knox County
Jarvis, Bertha ..... Knox County
Jarvis, Anna ..... Knox County
Jones, Loyd ..... Knox County
Leger, Charlie ..... Knox County
Lumpkins, Eunice ..... Bell County
Lundy, Willie ..... Knox County
Mason, Ida ..... Bell County
Mays, John ..... Knox County
Mays, William G. ..... Knox County
McWilliams, Bronze L. ..... Knox County
Miller, Mabel ..... Knox County
Miles, Andrew ..... Knox County
Morehead, Charlie ..... Knox County
Newman, Chester ..... Knox County
Ohler, James ..... Knox County
Perkins, Herbert ..... Whitley County
Pope, Jesse ..... Knox County
Pope, Alva ..... Knox County
Riley, Lucy ..... Knox County
Riley, John ..... Knox County
Smith, Anna Mae ..... Knox County
Smith, Albert ..... Knox County

Stansbury, David ..... Harlan County
Stansbury, Ted ..... Harlan County
Turner, Kenny ..... Harlan County
Turner, Flossie ..... Knox County
Turner, Green ..... Knox County
Tuggle, Kenneth ..... Knox County
Valentine, Ethel ..... Knox County
Valentine, Caleb ..... Knox County
Ward, Everett ..... Knox County
Ward, Earl ..... Knox County
Ward, Rex ..... Knox County
Warren, Martha ..... Knox County
Welch, John Russell ..... Michigan
West, Nola ..... Knox County
Cornett, Lillie ..... Harlan County
Sharp, Hazel ..... Whitley County

Piano

Albright, Martha ..... Knox County
Alloway, Mabel ..... Perry County
Archibald, Alma ..... Knox County
Arthur, Ruth ..... Nicholas County
Bain, Sallie ..... Knox County
Bain, Ruby ..... Knox County
Blair, James ..... Knox County
Burton, Mrs. ..... Knox County
Byrley, Cecil ..... Knox County
Cole, Roberta ..... Knox County
Cornett, Lillie ..... Harlan County
Davis, Sudie ..... Harlan County
Edwards, Catherine ..... Marion County
Edwards, Francis ..... Marion County
Freeman, Leona ..... Whitley County
Gilbert, Xenia ..... Bell County
Gilbert, Ruby ..... Bell County
Goodin, Nora Evelyn ..... Bell County
Gregory, Mrs. W. F. ..... Knox County
Gregory, Evelyn ..... Knox County
Hail, Homer ..... Bell County
Heidrick, Mary Agnes ..... Knox County
Humfleet, Violet ..... Knox County
Johnson, Gladys ..... Knox County
Knuckles, Grace ..... Bell County
Leedy, Clara ..... Harlan County
Lester, Mary ..... Knox County
Lumpkins, Eunice ..... Bell County

McClung, Evelyn ..... Knox County
McDermott, Mary ..... Knox County
McWilliams, Bronze L. ..... Knox County
Melton, Mary ..... Knox County
Miller, Mabel ..... Knox County
Morris, Love ..... Knox County
Overly, Raymond .....
Richardson, Katherine ..... Knox County
Robison, Daisy ..... Knox County
Sampson, Dowis ..... Knox County
Sampson, Anna Maude ..... Knox County
Smith, Anna Mae ..... Knox County
Smith, Diana ..... Knox County
Tye, Lily Dale ..... Knox County
Wagers, Daisy ..... Clay County
Wesley, Nannie ..... Casey County

Voice

Archibald, Darrell ..... Illinois
Barker, Horrace ..... Estill County
Edwards, Catherine ..... Marion County
Franklin, S. P. ..... Anderson County
Franklin, Collie ..... Anderson County
Gilbert, Ruby ..... Bell County
Gilbert, Xenia ..... Bell County
Gregory, W. F. ..... Knox County
Gwyn, Aubrey ..... Jessamine County
Jones, Loyd ..... Knox County
Morehead, Thelma ..... Knox County
Sampson, Emoline ..... Knox County

Violin

Beddow, Robert ..... Knox County
Cole, Roberta ..... Knox County
Delph, Arthur ..... Clay County
Franklin, Collie ..... Anderson County
Heidrick, Charley ..... Knox County
McDermott, James ..... Knox County
Parker, Harold ..... Knox County
Sampson, Emoline ..... Knox County
Tuggle, Allen ..... Knox County

Expression

Alloway, Mabel ..... Perry County
Arthur, Ruth ..... Nicholas County
Barker, Horrace ..... Estill County

Black, Evelyn ..... Knox County
Bain, Ruby ..... Knox County
Boggs, Mrs. ..... Knox County
Boggs, Anna ..... Knox County
Burroughs, Otis ..... Grant County
Franklin, S. P. ..... Anderson County
Franklin, Collie ..... Anderson County
Freeman, Leona ..... Whitley County
Gregory, W. F. ..... Knox County
Gregory, Pauline ..... Knox County
Hawn, Catherine ..... Knox County
Humfleet, Violet ..... Knox County
Huntsman, Reba ..... Allen County
Lewis, Lenora ..... Knox County
McClung, Evelyn ..... Knox County
McClung, Jean ..... Knox County
McDermott, Mary ..... Knox County
Richards, Mrs. G. M. ..... Knox County
Robsion, Daisy ..... Knox County
Sampson, Dowis ..... Knox County
Smith, Diana ..... Knox County
Stewart, Anna ..... Knox County
Todd, Anna ..... Knox County
Thomas, George ..... Clark County

Art

Black, Mrs. R. T. ..... Knox County
Blair, Robert ..... Whitley County
Gilbert, Ruby ..... Bell County
Goodin, Evelyn ..... Bell County
Huntsman, Reba ..... Allen County
Simmons, Sue ..... Alabama
Smith, Daugh ..... Clay County
Thompson, J. T. ..... Bell County

Typewriting

Blair, James ..... Knox County
Burke, Edgar ..... Madison County
Cornett, Lillie ..... Harlan County
Davis, Sudie ..... Harlan County
Delph, Arthur ..... Clay County
Disney, Walter ..... Knox County
Franklin, Cheslie ..... Anderson County
Ford, Lee ..... Knox County
Green, Raliegh ..... Knox County
Hinkle, Eliga ..... Bell County

Howard, Jakie ..... Bell County
Hutton, Henry ..... Harlan County
Keith, Janie ..... Clay County
Messer, George ..... Knox County
Rains, Everett ..... Whitley County
Tripp, Vivvian G. ..... Michigan

Ministerial Students by Departments

Anderson, T. M. ..... College
Archibald, Darrell ..... Academy
Burroughs, Otis ..... Academy
Franklin, S. P. ..... College
Gregory, W. F. ..... College
Guyn, Aubrey ..... College
Humfleet, Albert ..... Academy
Jones, Lloyd ..... Sub-Academy
Overly, Raymond ..... Academy
Perkins, A. N. ..... Special
Thomas, George W. ..... College
Williams, Stanley E. ..... Special

Annual Bulletin

of

Union College

1919-20

Barbourville, Ky.

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin

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Barbourville, Ky.

CALENDAR

1919

Tuesday, September 16.....Fall Term Opens
Thursday, November 27.....Thanksgiving Day
Friday, December 19.....Fall Term Closes

1920

Thursday, January 1.....Winter Term Opens
Saturday, March 13.....Winter Term Closes
Tuesday, March 16.....Spring Term Opens
Wednesday, May 26.....Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1919

Rev. J. D. Walsh, D.D.....Chattanooga, Tenn.
Hon. Alvis S. Bennett.....Louisville, Ky.

Class No. 2—Term Expires in 1920

Rev. W. W. Shepherd.....Wilmore, Ky.
Hon. Fred Howes.....Paintsville, Ky.

Class No. 3—Term Expires in 1921

Rev. F. W. Harrop.....Harlan, Ky.
Hon. Jas. D. Black.....Barbourville, Ky.

Class No. 4—Term Expires in 1922

Rev. A. H. Davis .....Barbourville, Ky.
Mr. A. M. Decker.....Barbourville, Ky.

Class No. 5—Term Expires in 1923.

Rev. E. P. Hall.....Latonia, Ky.
Mr. A. B. Cornett.....Harlan, Ky.

Class No. 6—Term Expires in 1924

Rev. E. R. Overly.....Newport, Ky.
Hon. John Creach .....Winchester, Ky.

OFFICERS

Rev. E. R. Overly.....*President*
Governor Jas. D. Black .....*Vice President*
Rev. F. W. Harrop.....*Treasurer*
Mr. Alvis S. Bennett.....*Secretary*

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.
PRESIDENT
Theology, Philosophy and Bible

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

J. MILTON HINKLE, A.B., S.T.B.
DEAN
Philosophy and Theology

Indiana University, A.B., 1908; Garrett Biblical Institute, S.T.B., 1911; Head of Department of Mathematics, Petersburg, Ind.; Taught Mathematics and Supervised in Vincennes City Schools; Head of Commercial Department, Oshkosh, Wis.; Pastor in Indianapolis, Ind., seven years; Dean and Professor of Philosophy and Theology, Union College, 1918-

O. C. HAAS, A.B.
Biblical Literature

A.B., Indiana University; Student at De Pauw University; a successful Pastor and Y. M. C. A. Secretary; Professor of Biblical Literature, Union College, 1918-

ABIGAIL E. WEEKS, A.B., A.M.
English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

ROBERT H. BENNETT
Science and Mathematics

A.B., Asbury College, 1918; Professor of Science and Mathematics, Union College, 1918-

AGNES LAIDLAW VANHOESEN, A.B.

French and Latin

A.B., Allegheny College, 1917; member of French and German Clubs, conducted entirely in French and German; Professor of French and Latin, Union College, 1917-

SALLIE W. SHARP

Expression and Public Speaking

Graduate of Hood College, Department of Oratory; graduate of Leland Powers' School of The Spoken Word, Boston, Mass.; several years' experience in teaching; Department of Expression and Public Speaking, Union College, 1919-

MARY M'DERMID MINTON, A.B.

Spanish and Greek

A.B., Ripon College, 1895; assistant principal Rogers Academy, 1891-1892; teacher Ripon public schools, 1895-1897; Escuela Normal Presbyteriana, City of Mexico, 1897-1909; Professor of Spanish and Greek, Union College, 1918-

GRACE RALSTON FRANKLIN, B.S.

German and History

B.S., Valparaiso University, 1906; graduate student, Indiana University; Principal of High School; Professor of English and German, Olivet University two years; Professor of English and German, Asbury College four years; Professor of German and History, Union College, 1919-

Household Arts

(To be supplied)

FLORENCE M. CAMPBELL

Director of Music Conservatory

In Voice, studied with Harold Brancombe of London and Liverpool; special student of William Shakespeare, F.R.A.M., London, 1905-1908; Sight Reading and Choral Work under Henry Lawson; Member of Philharmonic Society under Sir Charles Halle; Member of Gounod Society, under Signor Agramonte, New York; Choir Director and Solo Singer. In Piano, studied with Santly, of Liverpool, England; Frederic Cafferata, of Liege, Belgium; Stiebler Cook, A.R.A.M., London. Graduated under Stiebler Cook at Virgil Piano School, 1908; received First Class Honors in Theory and Harmony, Trinity College of Music, London; Special Student in Harmony, Composition and Coun-

terpoint with Stiebler Cook, under whom took full Teachers' Course. Director of Music at Suffolk College, Virginia, for seven years; Director of Music, Sue Bennett Memorial School, London, Ky., for several years; Director of Music, London Conservatory, 1917-1918; Director of Music Conservatory, Union College, 1918-

Teaches Voice, Choral and Sightsinging, Piano, Theory, Harmony, Composition, History, Psychology and Pedagogy of Music; Director and Teacher of Orchestra.

VERA PEARL KEMP

Piano, Theory, Composition

Studied Piano, Theory, Harmony, Composition, Counterpoint, History of Music, Orchestration and Pedagogy with Florence M. Campbell; Arthur Foote, Boston; Theodore Bohlmann, Cincinnati Conservatory of Music; and graduated under Frederic Morley, Chicago (pupil for years of Leschetizky) 1918. Taught in High School; Sue Bennett Memorial; and two years in Bloomington School of Music and Expression, Bloomington, Illinois; Union College, 1919-

CHARLES E. AHLER

Stringed, Reed and Wind Instruments

Professor Ahler has been trained under some of the best teachers of the country. He has had many years' experience and is a remarkable teacher. He was called to this position last year.

D. M. HUMFLEET

Normal Department

Attended Union College two years; Normal School and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work eight years; at this writing holds the highest grade certificate in Knox County and the highest grade State Certificate issued in years; Principal of the Normal Department, Union College, 1914-

R. EDWARD BURNETT

Sub-academic

Many years a teacher in Public Schools in Kentucky and Georgia; Principal of the Sub-academic Department, Union College, 1917-

MISS NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopals South, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable build-

ing erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, now Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of Presi-

dent Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed for a Gymnasium and the campaign for an additional $100,000 for endowment is progressing well.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course. A large Freshman college class is expected this fall.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual develop-

ment; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each

other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

GYMNASIUM—For a few years Union College has rented an old discarded church building to use as a gymnasium, but this coming winter we are assured a very fine new building on the campus with a grandstand-veranda facing the athletic field. This will be one of the most modern and well equipped gymnasiums to be found anywhere.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building will be well equipped.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing over two thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to

the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

This year Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray

tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students

are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

All students must be in their own rooms after 7.00 p.m.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philan-

thropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Monday evenings, between supper and study hour, we have a peoples' meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelphian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

This past season our basketball team was a winner. We took ten games out of twelve played. The baseball team also did well, winning seven games out of nine played. The girls' basketball team was also victorious, winning three out of five games played.

With the completion of the new Gymnasium we will have physical training under competent leaders.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED

Algebra	1½
Geometry	1
English	3
Foreign Language	3
Science	1
History	1

ELECTIVES

Latin	2 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1

ELECTIVES

Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1 to 2
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED

English Composition and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

SPANISH—The equivalent of Spanish I and II in the Academy.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours" including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given

on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

College

FALL TERM	WINTER TERM	SPRING TERM
English 1 3	English 1 3	English 1 3
Mathematics 2....4	Mathematics 2....4	Mathematics 2....4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
*Science 4	*Science 4	*Science 4
Bible 2	Bible 2	Bible 2

Sophomore

English 2 4	English 2 4	English 2 4
Foreign Lang'ge...4	Foreign Lang'ge...4	Foreign Lang'ge...4
Bible 2	Bible 2	Bible 2
†Electives 6	†Electives 6	†Electives 6

Junior

Philosophy 1.....5	Philosophy 2.....5	Philosophy 3.....5
Electives 11	Electives 11	Electives 11

Senior

Electives 16	Electives 16	Electives 16

*If there is a good reason for a student taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

†When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Four hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition.* This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.
Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.
Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*American Literature.* Parallels Course 2.
Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.
Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."
Three hours throughout the year.

ENGLISH 11—*Modern Drama.* This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.
Two hours throughout the year.

ENGLISH 12—*Epics in Translation.* Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."
Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.
Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.
Three hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.
Three hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.
Three hours throughout the year.

ENGLISH 17. *Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.
One hour throughout the year.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there

are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.
Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.
Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.
One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.
One hour throughout the year.

THEOLOGY 1—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.
Three hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics.* A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

LIFE SERVICE 1—*General Course.* This course will offer a general consideration of the beauty, dignity, and value of unselfish service and follow with a brief consideration of the spirit of a true minister, religious teacher, deaconess, social worker, Red Cross nurse, Salvation Army worker, slum worker, and missionary, together with a brief consideration of what such service has accomplished and what it can accomplish. Lectures and extensive reading.

Two hours a week throughout the year.

LIFE SERVICE 2—*Teacher Training.* We offer in this course the books scheduled by the Board of Sunday Schools, and those fin-

ishing them receive the usual certificates and diplomas. This last year a large number took the course and we expect a still larger class this coming year.

Two hours a week throughout the year.

LIFE SERVICE 3—*Missions.* It is the purpose of this course to give a brief study of early missions in the Greek and Roman Empires and northern Europe. This will be followed by a more extensive study of Protestant missions throughout the world with emphasis on certain typical missionaries and missionary centers with view to catching the genius and power of Christianity to redeem the world. Consideration will also be given to the relation of the missionary to the home church. Strong points in the life and work of some great missionaries will be dwelt upon.

Two hours a week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Four hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Four hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.

Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Prose of the Seventeenth Century.* A study of Drama. The reading of such writers as Corneille, Raume, Moliere. Outline of the literature of this period.
Three hours throughout the year.
Given in 1919-20.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.
Four hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.
Four hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.
Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.
Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.

Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."

Five hours per week throughout the year.

GREEK 2—*History.* Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.

Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."

Four hours per week throughout the year.

GREEK 3—*Oratory.* "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.

Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).

Three hours per week through fall term.

History—"Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4—*Epic Poetry.* Homer's "Iliad," Books I-VI; Grammar and Prose Composition.

Textbooks—"Illiad" (Keep); Prose Composition (Spieker).

Three hours per week through fall term.

GREEK B—*Philosophy.* Plato's "Apology" and "Crito;" Xenophon's "Memorabilia;" Grammar and Prose Composition. Se-

lections from the New Testament may be substituted for Xenophon's "Memorabilia."

Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).

Three hours through winter and spring terms.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History.* This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.

Three hours a week throughout the year.

COURSE 2—*Mediæval History.* This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.

Two hours a week throughout the year.

COURSE 4—*English Constitutional History.* This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.

Three hours a week throughout the year.

COURSE 3.—*English and Political History.* This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.

Two hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History.* This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History.* This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865.* This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920.* This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History.* This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History.* This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.
Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, Spanish or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.
Four hours throughout the year.

LATIN 2—*Literature.* Horace's Odes and Epodes; Ference, selected plays; Juvenal's Satires.
Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.
Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and any-

one wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Four hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.
Four hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.
Four hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.
Four hours, first half year.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.
Four hours, second half year.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.
Four hours, second half year.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.
Four hours, first half year.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

Only in exceptional cases will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.
Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.
Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.
Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education.* This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient,

Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education.* It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology will give a basis for constructive criticism and study. Textbook, reading, and lectures. Prerequisite: General Psychology.

Three hours a week, second half year.

EDUCATION 3—*Educational Psychology.* A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Two hours, first half year.

EDUCATION 4—*Philosophy of Education.* In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Four hours throughout the year.

SCIENCE 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the

study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Four hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four-hour course.

SCIENCE 4—*Analytic Chemistry—Qualitative Analysis.* Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures eight hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Four hours throughout the year.

SCIENCE 5—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

SPANISH

Recently this "language of love" has become a language of commerce. This increased demand for Spanish leads us to offer a thoroughly practical course. Lessons are strictly graded and consist of conversations on interesting topics, supplying words and idioms needed in the everyday affairs of life. Grammar and paradigms

are used to enable the pupil to see the relation of the part to the whole. All classes are conducted in Spanish and frequent lectures are given on the customs and manners, history and archaeology of the peoples whose language we are studying. Every effort is made to enable the student to "think Spanish."

A minor will be composed of courses 1, 2, and 3.

SPANISH 1—*Elementary Spanish.* This course is designed for pupils who offer no Spanish for entrance. "First Spanish Course" by Hills and Ford, is the text used, and some easy Spanish novel is read, probably "El Capitán Veneno," by Alarcón.

Four hours throughout the year.

SPANISH 2—*Intermediate Spanish.* Advanced study for students having completed the preceding course. Texts: "Doña Perfecta," by Galdós, or "María," by Jorge Isaacs.

Four hours throughout the year.

SPANISH 3—*Advanced Spanish.* A thorough review of the grammar and study of classics by such authors as Castelar and Cervantes.

Four hours throughout the year.

HOUSEHOLD ARTS

This year we will put in standard courses in Cooking, Sewing, Food Chemistry, Decorating and other courses as demanded.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
*Science I.....4	Science I.....4	Science I.....4
Mathematics I.....5	Mathematics I....5	Mathematics I.....5
Bible 2	Bible 2	Bible 2

Sophomore

English II.....4	English II.....4	English II.....4
Latin II.....5	Latin II.....5	Latin II.....5
Mathematics II....5	Mathematics II...5	Mathematics II....5
History I.....5	History I.....5	History I.....5
Bible 2	Bible 2	Bible 2

Junior

English III 4	English III 4	English III 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Mathematics III...5	Mathematics IV...5	Mathematics IV...5
Bible 2	Bible 2	Bible 2
†Elective 5	†Elective 5	†Elective 5

Senior

English IV 4	English IV 4	English IV 4
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Science III 5	Science III 5	Science III 5
Bible 2	Bible 2	Bible 2
‡Elective 5	‡Elective 5	‡Elective 5

*Girls may take Domestic Science instead of Science I.

†One unit chosen from Latin III, Spanish I, History II, Physiology, Domestic Science, Music or Expression.

‡One unit chosen from Latin IV, Spanish II, History II, Economics and Psychology, Physiology, Domestic Science, Music or Expression. In electing a special like Music or Expression, tuition is extra.

Academy Department of Instruction

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ACADEMY ENGLISH

English I—This is a course in fundamentals. The principles underlying easy composition, both oral and written, are studied and applied to everyday work. Frequent drills are given in correcting everyday mistakes of the student's own English. Enough English Grammar is given to make clear the reasons for the corrections Frequent oral themes are required, and weekly written themes on subjects familiar to the students. As much training in the use of the dictionary is given as possible.

Easy classics are read. "Treasure Island," "Wonder Book," "Merchant of Venice" or "Midsummer Night's Dream," "Christmas Carol," and Current Short Stories are studied as a basis for the larger work of the following year. Brook's English Composition, Book I, is begun and continued as far as Correctness, page 110.

Fall, Winter and Spring Terms, four hours a week.

English II—Continuance of Brook's English Composition, Book I, beginning with Correctness, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter

writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Classics studied (subject to change), "Tanglewood Tales," "Ancient Mariner," "Silas Marner," "Current Literature," "Merchant of Venice," or "Midsummer Night's Dream."

Fall, Winter and Spring Terms, four hours a week.

ENGLISH III—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition, "House of Seven Gables," "The Spy," "Cranford," "Tale of Two Cities," "As You Like It," "Twelfth Night." (Subject to change.)

Fall, Winter and Spring Terms, four hours a week.

ENGLISH IV (*a*)—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary Law. Debates and parliamentary drills required. Study of poetic forms. Classics—"Macbeth," Burke's Speech on Conciliation, Washington's Farewell Address, Milton's Minor Poems, Carlyle's Essay on Burns.

Fall, Winter and Spring Terms, four hours a week.

MATHEMATICS

MATHEMATICS I—*Algebra.* This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of expo nents, radicals and equations involving radicals. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS II—*Plane Geometry.* Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS III—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

MATHEMATICS IV—*Algebra.* A review of previous work and a thorough study of radicals, quadratic equations, with one or two unknown quantities, ratio and proportion, progressions and binomial theorem. Text: Wentworth.

Five hours, Winter and Spring Terms.

LATIN

LATIN I—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.

Five hours a week throughout the year.

LATIN II—Cæsar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs, are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Cæsar completed.

Five hours a week throughout the year.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

SPANISH

SPANISH I—By the constant use of a notebook, vocabularies and everyday phrases are taught. Worman's "First Spanish Book" is the text.

Five hours throughout the year.

SPANISH II—More difficult work is done. Current topics from the weekly paper "El Abogado" are reported and Worman's "Second Spanish Book" is used as a text.

Five hours throughout the year.

NATURAL SCIENCE

SCIENCE I (*a*)—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR

—characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Four hours, first half year.

SCIENCE I (*b*)—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Four hours, second half year.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Five hours, Fall Term.

SCIENCE III—*Elementary Physics.* This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Five hours throughout the year.

HISTORY

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.

Five hours a week—Fall, Winter and Spring Terms.

HISTORY II—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark

Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development of constitutional government. A textbook in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PSYCHOLOGY

It is deemed valuable that every man and woman have a course in Economics and Psychology. We offer these to Academy Seniors, advanced normal students, and to certain special students who may need these courses.

Economics I—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall Term.

Psychology I—This course is introductory, but fundamental, practical and thorough. Textbook, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

Bible I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral

and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

DOMESTIC SCIENCE

This department is being installed this year. The work will cover four years and embrace cooking, sewing, decorating, food chemistry, buying, budget making, etc. A well-trained teacher will give full time to the work and all girls will be required to take at least two courses, one in cooking and one in sewing. A small laboratory fee will be charged.

Normal School

DAN M. HUMFLEET ..... *Principal*
R. E. BURNETT ..... *Assistant*
ABIGAIL E. WEEKS ..... *Critic Teacher in English*

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

It is our purpose to offer courses leading to the Elementary and Intermediate State Certificates under the new Normal School bill as soon as the Board of Regents for Normal School Inspection meets and gives the necessary standards.

One hundred per cent. of the students of this department, who took the county examination this year, made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three courses are offered:

(1) County Certificate Course.
(2) State Certificate Course.
(3) High School Course for Teachers.

SCHEDULE OF STUDIES FOR COUNTY CERTIFICATES

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work

during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted textbooks will be used as a basis of all work. They will be supplemented by the very best and most up-to-date books to be found.

THE STATE CERTIFICATE COURSE

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT

ARITHMETIC—The aim of this class is to thoroughly master the subject. All good textbooks on this branch will be used. The work will be made as practical as possible.

GRAMMAR—The aim of this class is to develop efficiency in the practical use of English. Such texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP—All normal students have the advantage of an expert Business Penmanship teacher without extra cost. This class will be conducted by a teacher who has taught penmanship in a business school for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS—Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School, by some of the most skillful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying and observing their work with a "Model Class" of primary students will be a rare treat.

THEORY AND PRACTICE—As will be readily seen, the examinations in this subject are almost identical with the State Reading Circle Course. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Reading Circle Books a regular text. We will also devote sufficient time to the study of the leading educational reformers and their ideas of developing the mind. Two periods each week will be given this class.

READING—Applicants for county certificates very often find it necessary to have considerable knowledge of literature. It is our purpose in this class to teach to read, and to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

AGRICULTURE—Equipment has been added for text-book and experimental work in agriculture. This is one of the most practical studies in the curriculum and we are prepared to give our students the advantage of a very complete course.

HISTORY—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery and continuing throughout the entire subject. The "Chain" system, as suggested in the Course of Study, will be

followed closely. Due consideration will be given the History of Kentucky.

SPELLING—Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY AND GEOGRAPHY will receive their full share of attention, the work being done by the latest and most approved methods as advocated and practiced by the leading educators.

REVIEWS AND DRILLS in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examination, and having passed, to become capable and successful teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students of thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

Voice Culture and Art of Singing
FLORENCE M. CAMPBELL

Pianoforte
VERA PEARL KEMP, FLORENCE M. CAMPBELL

Violin, Wind and Reed Instruments
CHARLES E. AHLER

Theory, Harmony, Composition
VERA PEARL KEMP, FLORENCE M. CAMPBELL

Solfeggio, Sight Singing, Choral and Glee Club
FLORENCE M. CAMPBELL

Ear Training, Dictation, History of Music, Musical Appreciation
FLORENCE M. CAMPBELL, VERA PEARL KEMP

Teachers' Training Course
FLORENCE M. CAMPBELL, VERA PEARL KEMP

CURRICULUM

The course offered in the Union College Conservatory of Music is arranged in departments, open to students from the College and the community. Any of these departments may be taken as desired, but students who wish to obtain the Conservatory Diploma must follow a special course leading to graduation with any of the following major subjects: VOICE, PIANO, VIOLIN, COMPOSITION.

The departments are as follows:

A. VOICE Department.
B. PIANO Department.
C. CHILDREN'S Department.
D. TEACHER'S TRAINING Department.
E. THEORY, HARMONY, and COMPOSITION Department.
F. STRINGED INSTRUMENT and ORCHESTRA Department.
G. WIND INSTRUMENT and BAND Department.

GENERAL OUTLINE

For those whose aim is to become thorough musicians, the Conservatory offers a broad and sound training, and in those who wish to become professionals in any line of the Art as mentioned above, special interest will be taken.

Stress is laid upon the theoretical studies, for no person can become an all-round musician without an intelligent understanding of the "make-up" of the Art of Music.

The THEORETICAL STUDIES are: Theory, Harmony, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students making Harmony and Composition the major study.

The MECHANICAL STUDIES are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in Singing and Playing. These may be given in classes or individually, as the needs of the students may demand.

The EXPRESSIONAL STUDIES are so individual as to require special and private teaching, as in the Vocal and Instrumental lessons, though in the case of some instruments, arrangements can be made for studying in groups.

After matriculation, the director will examine each student who will then be assigned by her to the proper classes and teachers.

PRESCRIBED COURSE. This must be followed by any who wish to become teachers or artists, and who desire the Conservatory Diploma. Regular and systematic work must be done in order to be successful in this course.

CERTIFICATE COURSES. Students may register for one or more subjects in the different departments, and will be granted certificates upon finishing the required work and passing a satisfactory examination. In order to obtain such certificates there are special requirements in theoretical work, as follows:

Students of Voice: Two terms of Harmony; Sight Singing; Ear Training and Musical Dictation.

Students of Piano or of Major Stringed Instruments: Four terms of Harmony; Sight Singing; Ear Training; Musical Dictation, and two terms of Ensemble.

Each candidate for a Certificate must give one public recital, unless the Director decides that it shall not be necessary.

A. VOICE DEPARTMENT

General Outline

There is no instrument as full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience, as the voice which is well trained and under good control.

Great care must be taken in the treatment of each voice, for while there is a general foundational course of development, no two are just alike in their requirements, and the work must be prescribed to suit the individual case.

The work in this most delightful branch of Music follows the methods of the pure *Italian School* of Singing, as taught by the great *Lamperti,* the teacher of the distinguished Voice Culturist, Composer, and Writer, *William Shakespeare,* with whom Miss Campbell studied for several years.

Courses

Three Courses are open to students:

1. *Children's Course,* for students from six years of age.

2. *Singers'* and *Teachers' Diploma Course,* to equip for *Solo* and *Teachers'* work in all branches of the Vocal Art.

3. *Quartette Course,* including work in Voice Culture, Sight Singing, Church and Concert Quartettes of all styles. Instruction is given in groups in this Course.

Under this Course, is also placed the work in Choral and Glee Clubs.

4. *Special Course* for Gospel Singers.

1. Children's Course. Children from six years of age will be received for special training in this course, and parents are urged to consider seriously the benefit of correct training in the use of the voices of their children. More fine voices are ruined by incorrect use between the ages of six and fourteen than at any other time. The work of this course is based upon William Shakespeare's Singing for Children. Great care is exercised in forming correct habits of breathing, vowel and consonant production, tone placing, sweet intonation, cultivation of the Head Voice for the highest notes, sight singing; preserving, cultivating and strengthening the voice; encouraging a love for the beautiful in the simplest and yet the highest productions of the great masters of song, in English, Italian, and French. Ear training is a special feature, and easy lessons in Theory are given throughout the course. Conversational French is also included in the work, as well as the foundations of the pronunciation of the Italian language, sufficient to enable the young student to sing correctly in this language. There are *three grades* in this course: Beginners, Introductory, and Intermediate.

If there is one branch of Voice Training in which the Director has excelled more than in another, it is in this work of training the voices of children from the ages of six to fourteen, a line of work almost entirely ignored and neglected by the majority of voice culturists, and which is now considered, by such teachers and authorities as Shakespeare, as the most important work that can be done for the establishing of a School of Vocal Music in America that may in future take the place of the old Italian School, which, of necessity, will not be able to hold its own as formerly. The children of this time in America must be trained, and trained correctly, to take the places of the generation that is so rapidly passing out in these days of war and death.

Protect your children, also, from the pernicious influence of the "tremulo," that abomination of the true vocalist. It is nothing but a cultivation of *palsy of the vocal chords,* and once acquired can hardly ever be eradicated. Never submit to a voice teacher who uses that form of singing.

2. Singers' and Teachers' Diploma Course. This course is offered to those who wish to become proficient as soloists or as teachers in all branches of the vocal art. There are three divisions in this course:

I. Beginners and Introductory, three grades.

II. Intermediate, three grades.

III. Advanced, three grades.

I. In the Beginners' and Introductory Division the work covers the foundational principles of singing, correct breathing and breath control, tone placing, vowel and consonant produc-

tion, simple vocalises and songs and ballads in English and Italian.

Those who have taken the work of the Children's Course have done the work of this division in the first two grades.

For those who desire the Conservatory Diploma the following work is required:

Principal subject: Singing.
Secondary subject: Piano.
Theory, Sight Singing, Ear Training, Musical Dictation.
Musical History,
English Diction, with readings.
Study of French and Italian.
Chorus work.

II. *Intermediate Division.* Voice development continued. Breath control and development of power and agility. Embellishments; Bravura singing. Songs, etc., in English, French, and Italian; Oratorio Selections and other sacred solos. The Song Cycle.

Diploma course requirements:
Principal subject.
Secondary subject (piano).
Harmony, Sight Singing, Ear Training, Musical Dictation.
Italian, English, and French Diction.
History of Music. Psychology as related to Music.
Choral work, and work in teaching Sight Singing and Vocal Classes.

III. *Advanced Division.* Exercises in Advanced Voice Technique. Ornaments and Embellishments of all kinds. Singing in French, German, Italian, English, and Latin. Song Cycles. Arias from Oratorios and Operas.

Diploma course requirements:
Principal subject.
Secondary subject (piano).
Advanced Sight Singing, Ear Training, Musical Dictation.
Study of Advanced Harmony and Musical Form.
French, Italian and English Diction.
Psychology as related to Music. Pedagogy.
Choral work. Church Choir and Quartette work of different kinds.

Final Examinations

The candidate for a diploma in singing, having finished all the work of the above course, and having passed all the theoretical examinations satisfactorily, must also render a program containing an aria from a standard oratorio; an aria from the Italian, French, or German operas; classical and modern songs

in the original languages; a song cycle in English; and an aria or a difficult song prepared without assistance in two weeks' time, and must be able to read a song of medium difficulty at sight, and play by sight the accompaniment of a song or of a solo instrument.

3. Quartette Course. Those who wish to form male, female or mixed quartettes are taught together. Suitable work in Voice and Breath Control, Sight Singing, Church and Concert Quartettes of all styles.

(Quartettes trained for the city churches if desired.)

Glee Clubs and Choral Work form part of the regular curriculum.

4. Course for Gospel Singers. Includes full voice training, leading chorus work, cornet or trombone.

B. PIANO DEPARTMENT

The Piano is the most universally used of all musical instruments, and its study is of prime importance. The acquirement of a correct technique, and of the principles of tone production are essential in the preparation of a piano player, and the method employed in doing this, at the Union College Conservatory is one of the most unique and thorough in the whole realm of musical pedagogy, and always has resulted successfully.

The Virgil Clavier Method is acknowledged by such great musicians and players as Paderewski, DePachmann, Joseffy, and hosts of others to be a complete system of technique of the very highest merit, and its use in all parts of the world by musicians and teachers of the highest culture has been one of the chief means of awakening those of the older schools to the realization that a systematized form of training in Music will result as happily as in every other study in the curriculum.

The basic principle of the Virgil Clavier Method is that the *mechanical* part of piano work should be done in such a way as to call into active service the *thinking powers* of the student, and that this can best be done apart from the element of *musical sound*—hence the use

of the Technique Table and the Clavier as aids in acquiring this kind of power.

By the use of this method, when the hearty cooperation of the student is obtained, ground can be covered in *one year* which, in the ordinary methods, takes from two to three years, and it is done with more exactitude and finish.

The correct technical habits having been formed by a series of exercises which are of the highest merit from a pedagogical and psychological standpoint, the student applies the same movements and conditions to the production of truly musical effects, and the result is most gratifying even in beginners. The use of the Clavier in memory work is a great help in the cultivation of the power of concentration and attention, and the mentality of the student is wonderfully strengthened by this method of study. A solo well well-prepared at the Clavier as regards memorizing and technique, when taken at the piano, is ready for the finishing touches in velocity and expression. Indeed, quite a good deal of the element of expression can be felt and introduced when at the Clavier, and over and over again the fact has been demonstrated beyond dispute, that pupils taught after this method can sooner become good players than the majority of those using even the very best of other methods. This was tested to the full satisfaction of the finest musicians in Berlin a good many years ago, and there was, before this great war, a flourishing conservatory in Berlin under the personal direction of Mr. A. K. Virgil for half of each year.

The five courses in this department are as follows:

1. Kindergarten Music Course. (Miss Campbell is a Certificated Kindergartner.)
2. Players' Diploma Course.
3. Teachers' Training Course.
4. Certificate Course.
5. Special Harmony and Composition Course.

1. *Kindergarten Course.*

By a system of attractive exercises, songs and games, children are introduced to the elements of music—Notation, Rythm, Ear Training, Melody Building, Harmonic combinations and their names. This work is done in *classes* of from four to six children, and the young ladies who are taking the Training Course will be present and assist in the work as part of their own course. In an incredibly short time the little ones will be intelligently talking of Chords and of Rhythm, detecting the pitch of sounds in Nature and in the home, and singing and playing little melodies and writing their own music.

2. *Players' Diploma Course.*

This course is arranged to meet the needs of those who desire to become proficient performers. It is grouped in six divisions:

I. Beginners—two grades, 1 and 2.
II. Introductory—two grades, 3 and 4.
III. Intermediate—two grades, 5 and 6.
IV. Preparatory—two grades, 7 and 8.
V. Advanced—two grades, 9 and 10.
VI. Artist—two grades, 11 and 12.

I. Beginners in Piano work are placed in this division, and also those whose theoretical and technical work has been neglected, who will in this way be able to lay a foundation for all the course that follows. Undoubtedly, this is the most important division of the whole course of music, and upon the thoroughness of the work done here will depend, to a large extent, the future success of the pianist.

The work of this division covers two grades.

For those who are aspiring to the Conservatory Diploma the following course of study is required:

Major Subject: Simple Solos and Duets.
Breathing and Physical Exercises.
Foundation work in Technique, Concentration, Rhythm.
Notation, Sight Singing, Ear Training.
Brain Technique. Elements of Memorizing.
Simple lessons in Theory: Tonology, Rhythm, Italian words and phrases used in Music, Major Scales.

II. *Introductory Division.* Grades 3 and 4.
Major Subject.
Technical work. Pedal exercises. Principles of expression.
Study of Theory: All forms of the Scales; Intervals; Abbreviations and Embellishments.
Reciting, as well as playing Scales, Triads and Chords in different positions.
Ear Training; developing Positive Pitch. Dictation.
Sight Singing, Sight Reading and Playing.
Brain Technique, Rhythm, Memory Training.
Etudes for Mechanism.
Study of solos, such as Mendelssohn's "Songs Without Words"; Schumann's "Album"; Beethoven's "Bagatelles," and the easier sonatas by Mozart, Haydn, etc. Work in Ensemble.

III. *Intermediate Division.* Grades 5 and 6.
Major Subject.
Technical Exercises; Expression; Velocity; Octave Work; Scales and Arpeggios; Chord Work; Rhythmic Exercises.
Sight Singing and Sight Reading. Ear Training.
Musical Dictation. History of Music. Harmony.
Etudes. Two-part inventions: Bach.
Sonatas. Ensemble work. Public playing.

IV. *Preparatory Division.* Grades 7 and 8.
This is the preparatory work for the Conservatory Course proper, and is the equivalent of the credit work of the high schools.
Major subject.
Advanced Technique.
Advanced Harmony and Analysis. Composition.
Sight Singing and Sight Reading. Ear Training. Dictation. Musical History. Special Studies of the Lives of great Composers.
Preludes and Fugues, from the Well-tempered Clavichord, Bach. Suites.
Scales in Double Thirds and Double Sixths.
Studies in Interpretation. Accompaniment Playing.

V. *Advanced Division.* Grades 9 and 10.
Major subject, secondary subject.
Musical Form. Composition.
Counterpoint. Analysis. Harmonic Dictation.
Compositions by Bach, Beethoven, Chopin, Liszt, Schumann, MacDowell, Raff, Grieg, and other Classical and Modern Composers.
The Concerto.
Students in this course must appear in public recitals unless excused by the Director; pass all theoretical examinations, and

present a program to the examiners, including: A Prelude and Fugue from Bach's Well-tempered Clavichord; a Beethoven sonata; Chopin Etude from op. 10 or 25; a Modern Composition, and a personally prepared number of moderate difficulty.

VI. *Artist's Division.* Grades 11 and 12.

D, 3. TEACHERS' TRAINING COURSE.

Everyone who is interested in Music knows that a good player is not of necessity a good teacher. Only rarely are these two faculties combined. Indeed, the ability to become a good teacher is acquired, in most cases, by a study of the ways and means of training the child-mind. In a special study of modern pedagogy, teachers are enabled to accomplish (even with pupils of tender years), what used to be considered possible only for maturer players.

In order to prepare good teachers of Piano, the Teachers' Training Course is arranged, and it is hoped that many may take advantage of this opportunity of preparing themselves to be successful teachers. In this course, students will learn how to make their pupils play, and *play well*—that is, with clear tone and good touch, with intelligence, with refined phrasing and therefore with expression.

The students of this course will also have the privilege of teaching one or more pupils under the direct supervision of their own teachers, and will be advised and directed at every difficult point in the work.

The Teachers' Course includes the following:

The full course in Piano Technique and Ear Training.

Theory of Music; Harmony; History of Music.

Analysis; Interpretation; Standard Compositions.

Psychology, as related to Music; Pedagogy.

Practical application of work; presence in classes taught by an experienced teacher, and teaching in the presence of a Critic Teacher.

Note books are to be kept by those taking this course, and be presented for inspection. Written tests and examinations are held all through the course.

Certificates will be granted for periods shorter than the full course, stating the amount of work accomplished, but in order to obtain the Teacher's *Diploma,* the following requirements must be met:

Study of the full course, covering four divisions, with two grades in each division.

Diatonic and Chromatic Harmony.

Musical History.

Study of the Virgil Clavier Method. All the exercises and technical studies in the "Foundation Exercises," by A. K. Virgil, Books 1 and 2, to be played from memory, and a thorough understanding of the pedagogical value of each study, with the ability to present them to a student.

To give a clear analysis of a standard composition, as to its Form and Interpretation.

To present a thoroughly, well-prepared program, such as is given in the Players' Diploma Course, through Division IV, grade 8, with one number of moderate difficulty prepared by the student in two weeks before playing it.

The candidate for Teacher's Diploma must also be able to play at sight the accompaniment to a Classical Song, and a piece of concerted music given by the examiners.

The Teachers' Course will be included also in the work of grades 9 and 10 in the regular Conservatory Course.

4. CERTIFICATE COURSE.

This course is introduced for those who desire to take some work offered in the different courses, yet who do not want to take up the full Diploma Courses.

In connection with the "General Outline," there is a statement with regard to the requirements in the Certificate Courses, and prospective students are referred to that paragraph in order to understand what will be necessary to obtain a certificate.

E, 5. SPECIAL COURSE IN HARMONY AND COMPOSITION

For students showing marked ability in Harmony and Composition a special course is presented, which enables them to do work admitting them to such Schools for Composers as the one found in Columbia University, New York, which ranks with the very highest.

The course covers work in Diatonic and Chromatic Harmony; Musical Analysis; Rhythm; Form; Counterpoint; Harmonizing given Melodies; writing Melodies of all forms, and then harmonizing them; the Short Prelude—to compose it; the Melodic Intermezzo, or Accompanied Melody; the Long Prelude; the Extended Intermezzo; a Theme with Variations; the Postlude; the March; the Finale; the Sonata; the Fantasia; arranging music for different solo instruments; the Vocal Solo; arranging music for bands or for orchestras; writing the vocal parts to a given (or composed) Melody; beginning the work of the larger forms of Composition.

Such work as the above will be a splendid introduction to the Art of Composition, and will enable a student to realize fully whether he or she has the gift of composition which will make it worth while to press forward in more ambitious lines. Even as far as this course will take a student, he will become an efficient composer.

Harmony at the Keyboard and work in Extemporization also come under this course.

The full course of Musical Composition and Orchestration, together with the required College studies, will lead to the Degree of Bachelor of Music.

F. STRINGED INSTRUMENTS AND ORCHESTRA DEPARTMENT

No Conservatory of Music is complete without the "Queen of Instruments," the Violin, an instrument that

has been perfected in the time of the great Stradavarius and other wonderful violin makers.

Then, there is the great stringed instrument family, the Viola, the lovely Violincello, the deep-toned Double Bass—who would be willing to miss any of them from the Conservatory work? Even as formerly, we hope to have a fine Orchestra, and no doubt there will be many who will enter with enthusiasm into the study of these stringed instruments. Even the small children should have an Orchestra, and what is more attractive than a group of the younger ones with their smaller Violins? That is the right time to begin this work, for no one ever became a great violinist who did not begin when very young.

The most beautiful music in the world is written for the Orchestra, and it is really wonderful how soon the students can learn and appreciate these beauties.

The outline of work follows much the same course as that for the Piano: the Elementary Course; the Intermediate Course; the Advanced Course.

Elementary Course

The required work in this course is as follows:
Principal Subject.
Secondary Subject (Piano).
Theory, Rhythm, Italian words and phrases used in music.
Sight Reading, Ear Training, Musical Dictation.
History of Music (optional).

In this course there are two grades, and the general work follows about the studies that are in the list below, though at times these may be changed at the discretion of the teacher:

GRADE 1. Wichtl's Young Violinist; De Beriot's Violin School (or Dancla's Method). Studies by Dancla, Mazas. Pieces by Papini, Ries (op. 28), Bohm, etc.

GRADE 2. Kayser, Books 1 and 2. Hermann, op. 20. Kron, op. 111. Dancla's Studies, op. 122.

Intermediate Course

Required work towards diploma:
Major Subject.
Secondary Subject.

Harmony, Sight Reading, Ear Training, Dictation.
Work in Classes and Orchestra.
Musical History.
The work of Grades 3 and 4 is covered in this course:

GRADE 3. Kayser, Book 3. Kreutzer, first ten exercises. Mazas, op. 36, Book I. Shradieck, Book I. Dancla, op. 89. Dancla's Etudes, op. 110.

GRADE 4. Kreutzer, forty-two studies. Scale and Arpeggio studies, Book II, Blumenstegel. Three-octave scales. Pieces by Donizetti, Viotti, Klose, etc.

Advanced Course

Required work, as follows:
Major Subject.
Advanced Harmony and Counterpoint.
Analysis, Musical Form.
Ensemble, Orchestra and String Quartette.

GRADE 5. Kreutzer, thirteen studies. Viotti, 22nd Concerto. Rode, 7th Concerto. Pieces by Ernst, Moszkowski, Krause, etc.

The student who wishes to obtain the Conservatory Diploma in Violin must pass the necessary Theoretical Examinations, present a suitable program of Classical and Modern Composers; read at sight a piece selected by the examiners, and prepare without assistance a piece of moderate difficulty in two weeks.

OTHER STRINGED INSTRUMENTS will follow in the course as required. The Madolin is offered as a secondary study, and a Mandolin Club is always an attractive feature in public recitals of miscellaneous character.

G. WIND INSTRUMENT AND BAND DEPARTMENT

In this department work is offered in all kinds of brass instruments, such as cornet, trombone, baritone, bass, etc.; also the clarinet and saxophone.

WIND INSTRUMENTS are primarily the instruments of *men,* and the boys love them, and they appeal to them more than any other class of instruments. They are a means also of leading boys to become interested in the other branches of music, if they feel indifferent to them at first.

A course is also offered in the training of buglers for the Army and Navy, and any young man wishing to learn the "calls" can receive the instruction in connection with his band work.

ACADEMY MUSIC COURSE

To be eligible, to make credits for work in Music in the Academy, a student must be able to sight-read at the Piano and understand the elements of Music. A credit may be made *each year* of the Academy Course, provided the full work arranged through the eighth grade of Piano (Preparatory Division) shall be completed when the work of Senior Academy is finished.

Arrangements can be made for separate credits in Music for those who have not completed the *full* course.

One year's work in Special Voice Culture or in Violin may be substituted for one year's work in Piano in completing the Academy Music Course, when Piano is the Major subject.

Freshman Year

Fall Term	*Winter Term*	*Spring Term*
English I.....4	English I.....4	English I.....4
Mathematics I....5	Mathematics I....5	Mathematics I....5
Latin I or Science.5	Latin I or Science.5	Latin I or Science.5
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2

Sophomore Year

English II 4	English II 4	English II 4
Mathematics II ...5	Mathematics II ...5	Mathematics II ...5
Latin or History I 5	Latin or History I 5	Latin or History I 5
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2

Junior Year

English III 4	English III 4	English III 4
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
*Electives 10	*Electives 10	*Electives 10

Senior Year

English IV 4	English IV 4	English IV 4
Music 4	Music 4	Music 4
Bible 2	Bible 2	Bible 2
*Electives 10	*Electives 10	*Electives 10

*Two subjects to be chosen from Latin, Spanish, Science I, Domestic Science, History, Mathematics, Psychology, and Economics.

NOTE—In every case Latin I and II, one unit of History, and one of Domestic Science for girls will be required for graduation. If the student expects to enter College, Mathematics IV should be taken and preferably one or two more units of Latin or Spanish.

DIPLOMA AND DEGREE COURSES

Candidates for admission to the regular Conservatory Courses, leading to a Degree or a Diploma, must present, at least, the following units of credit in Preparatory (High School) work:

English, three units; Mathematics, two units; Language, two units; Music, three units; Elective, three units.

Not more than *two units* will be allowed *on conditions* in High School units, and none in Music. However, a student wishing to do very special work in Music may enter the Conservatory proper by presenting two units of High School work in lieu of the units in Music.

The conditions (if any) must be made up before the end of the second year in Conservatory, either in Academy classes or by private tutoring.

A *unit* of preparation is a study that requires a daily recitation in a prepared topic for the full Academy year.

A student finishing the Union College Academy is a bona fide candidate for work in the Conservatory of Music leading to a Degree or a Diploma.

Entrance credits may be established by certificate from the Principal or Secretary of an accredited High School, stating, in detail, the list of preparatory studies, with grades attained in each.

If these conditions are not complied with, a student applying for admission in the Conservatory Regular Course must pass satisfactory examinations before admission.

COURSE OF STUDY

I. Course in Applied Music, leading to a Diploma as "Teacher of Music."

II. Course in Applied Music, leading to the Degree of "Bachelor of Music."

III. Course in Theory and Composition, leading to the Degree of Bachelor of Music, and Master of Music.

Students in regular courses who wish to become candidates for a Degree or a Diploma, must pursue their studies in accordance with the schedules laid down.

In each division, the student may take, in addition to the subjects scheduled, certain studies in the College of Liberal Arts, provided the admission requirements to that College are fully met.

It is also possible to arrange for Music as an elective in connection with the Regular Course for the *Degree of Bachelor of Arts.*

COURSE I—*Applied Music,* leading to a Diploma as Teacher of Music. Open to students who have fulfilled the regular admission requirements of the Conservatory.

"Applied Music" means the practical study of Voice, Piano, Organ, Violin, Violincello, in private, individual lessons.

It also includes certain Theoretical subjects as scheduled below, which are given in classes.

Course I includes the work of the Preliminary Division, and the First, Second and Third Divisions as below. Upon the completion of this work the Diploma as Teacher of Music is conferred.

COURSE II—*Applied Music,* leading to the Degree of Bachelor of Music.

This course includes the work of First, Second, Third and Fourth Divisions, as scheduled below, and upon the completion of this work the Degree of Bachelor of Music is conferred. Course II is only open to students of exceptional ability, as the Preliminary Division of Course I will have to be taken by most candidates.

SCHEDULE OF STUDIES IN APPLIED MUSIC

Preliminary Division

A. Sight singing.
AB. Rudiments of Music (Theory).
B. Ear Training and Dictation.
C. Appreciation of Music.
D. Harmony.
E. Keyboard Harmony.
Applied Music (two half-hour lessons a week).
K. Normal Piano Methods (Piano Major).
L. English Poetry and Diction (Voice Major).
M. Vocal Ensemble (all Music students).
N. Instrumental Ensemble (Piano Major).
O. Orchestra Ensemble (Violin, 'Cello Major).

First Division

B2. Ear Training and Dictation.
C2. History of Music.
D2. Harmony.
E2. Keyboard Harmony.
F1. Form and Analysis.
Applied Music (two half-hour lessons a week).
K1. Normal Piano Methods (Piano Major).
L2 or L3. German or French Language and Diction (Voice Major).
M. Vocal Ensemble (all Music students).
N2. Instrumental Ensemble (Piano Major).
O. Orchestra Ensemble.

Second Division

B3. Ear Training and Dictation.
C3. History of Music.
D3. Harmony.
F2. Form and Analysis.
G1. Counterpoint.
Applied Music (two half-hour lessons a week).
K2. Normal Piano Methods, or
L2 or L3. German or French Languages and Diction.
M. Vocal Ensemble.
N3. Instrumental Ensemble (Piano).
O. Orchestra Ensemble.

Third Division

I1 and I2. Material for teaching music to children. Practice Teaching. Choral Conducting.
J. Psychology, as related to Music.
D4. Modern Harmony (optional).
F3. Form and Analysis.
G2. Counterpoint.
H1. Instrumental Composition.
H4. Vocal Composition.
Applied Music (two forty-five minute lessons per week).
K2. Piano Methods, or
L4. Italian Language and Diction.
M. Vocal Ensemble.
N4. Instrumental Ensemble (Piano).
O. Orchestra Ensemble.
Recital Work.

Q. Course I, as above:

Students Majoring in Piano are required to perform programs consisting of a Concerto or Chamber of Music of advanced diffi-

culty; one of the later Beethoven Sonatas; one of the more important works of Bach; two Chopin Etudes; selections from the more important works of modern writers.

Students Majoring in Voice are required to perform programs consisting of an Operatic Aria; an Aria from an Oratorio; a group of Classical and Modern Songs.

These students must also pass examinations in Solfeggio and Vocal Ensemble and are required to take the full work in English Language and Diction and in *one* of the foreign languages. They must also be able to play their own accompaniments on the piano and Sight Read at the piano fairly well.

Students Majoring in Stringed Instruments are required to take part in the Orchestra work, and regular attendance at all rehearsals is obligatory. Registration may be cancelled for neglect in this regard.

Students Majoring in Violin are required to perform programs of a Bach Sonata; a Concerto of advanced difficulty; a modern Sonata for Violin and Piano; Selections from the more important works of Vieuxtemps and Wieniawski.

Course II, in Applied Music, leading to Degree of Bachelor of Music.

Everything as in Course I must be satisfactorily presented and examinations passed.

In addition, the following work must be presented:

Fourth Division

C4 and C5. Assigned Reading in History of Music; the Philosophy of Music; Esthetics; Criticism; Biography, etc.
D4. Harmony (optional).
H2. Instrumental Composition.
F4. Form and Analysis (original research).
Applied Music (two forty-five minute lessons per week).
K, L, M, N or O.
Senior Recital.

In Course II the requirements for program work are materially advanced.

Course III—*Theory and Composition.* Open to students showing decided ability for the Theory of Music and Composition, who have met the entrance requirements, and who can prove their mastery of the theoretical subjects listed under the Preliminary Division of Applied Music. The same schedule given the work required for the First and Second Divisions.

The Third, Fourth and Fifth Divisions are scheduled below.

The Degree of Bachelor of Music is conferred upon the completion of the Fourth Division; that of Master of Music upon the completion of the Fifth Division.

Piano lessons are *required* during at least two divisions, even if other instruments or the Voice have been Major subjects before.

Third Division

C4. Criticism and Esthetics.
F3. Form and Analysis.
G2. Counterpoint.
H1. Instrumental Composition.
H4. Vocal Composition.
Private lessons in Composition (two half-hour lessons a week).
Private lessons in Piano (two half-hour lessons a week) if not a Major before.

Fourth Division

D4. Modern Harmony.
F4. Original Research in Form and Analysis.
G3. Counterpoint.
H2. Instrumental Composition.
H5. Vocal Composition.
Private lessons in Composition (two forty-five minute lessons a week).
Private lessons in Piano (two half-hour lessons a week) if not a Major before.
Bachelor's Thesis.

Fifth Division

H3. Instrumental Composition.
H6. Vocal Composition.
Private lessons in Composition (two forty-five minute lessons a week).
Master's Thesis.

DESCRIPTION OF THEORETICAL SUBJECTS

AA. Elementary Music Theory—Sight-singing, ear-training and harmony.

A. Sight-singing. Required of all students in Music. Drill in Scale and Interval singing, time and part-singing. Two sections according to ability. Tests must be passed satisfactorily before M (Vocal Ensemble) can be taken.

Text-books—Choral Class book and Methodist Hymnal.

AB. Drill Class in Rudiments. Required of all Freshmen in I and III. One lesson a week in class, for fall term.

B1. Ear Training and Dictation (Melodic). Tone relationships of major and minor.

Elementary Rhythm; Song Analysis.

B2. Ear Training and Dictation (Melodic and Harmonic).

B3. Same with advanced work.

B4. Ear Training and Dictation, with advanced chords and resolutions.

C1. Appreciation of Music. Lecture course with illustrations. A year's work. Examinations.

C2. History of Music. A year's work. Written examinations at end of each term.

C3. History of Music. Developments of the perfected forms.

C4. Esthetics and Criticism. Criticisms of music actually heard. Programs arranged and carried out.

C5. Assigned Reading, in History, Philosophy, Esthetics, Criticism, Biography, etc.

D1. Harmony. From Scales through Inversions with least modulations (one year).

D2. Harmony. Elementary Composition, four-part writing. Songs with accompaniments, and piano pieces in small forms (one year).

D3. Harmony. Advanced work. Thorough work in Diatonic Harmony and Harmonization.

D4. Modern Harmony. Extended Modulation. Chromatic Harmony.

E1. Keyboard Harmony. Chord progressions, cadence formulas; sequences, using triads; dominant and diminished chord (one or two terms).

E2. Keyboard Harmony—Continued.

F1. Form and Analysis. Study of Hymn-tunes (Methodist Hymnal). Preludes, inventions and dance forms of Bach. Forms with Trio. Themes with variations, Sonata.

F2. Form and Analysis. Bach, Haydn, Mozart, Beethoven music, cantatas and oratorio.

F3. Form and Analysis. Chronological survey of developments of vocal and instrumental music. Greek modes.

F4. Original research in Form and Analysis, in great classic compositions—as chamber-music and orchestral compositions.

G1. Counterpoint. In two, three, and four parts.

G2 and G3. Counterpoint. Double counterpoint, imitation, sequences, canons, and in five and more parts. Canons and fugues, in three and more parts.

H1. Instrumental Composition. Applied harmony. Scoring for small orchestra.

H2 and H3. Instrumental Composition. Primary forms. Movements for piano or strings, with modern harmony. Score reading. Scoring for orchestra. Sonata form in piano and chamber music. Full orchestration.

H4, H5, H6. Vocal Composition. Poetry and prose applied

to musical forms. Anthems, hymns, canticles, cantatas, single and double choruses. The oratorio with orchestral accompaniment.

I1 and I2. Material for primary and intermediate grades of music. Class work in piano and violin. Choral conducting, easy orchestration. Work for upper grades and High School music in voice and orchestra. Practice Teaching.

I3. High School orchestra, community orchestra, practical orchestration. Orchestral and choral conducting. Pageants and their organization. Operetta. Advanced High School work.

J. Psychology as related to Music may also be taken in class in College of Liberal Arts.

K1 and K2. Piano Methods. Includes work in Technique, ear training, rhythm, time values, notation and sight reading, scale building, signatures, melodies, phrasing, use of pedals, use of teaching materials.

L1, L2, L3, L4. English, German, French and Italian Languages and Diction as applied to singing.

M. Vocal Ensemble. Open to those who have taken work in the Solfeggio class (A). Cantatas, choruses, oratorios. Required from students of Music, and optional with College students.

N1, N2, N3, N4. Instrumental Ensemble. A course for Piano students in sight reading and rhythm, graded from the simplest duets to chamber music and modern orchestral arrangements.

O. Orchestral Ensemble. Required work for all students of stringed instruments, at the discretion of the Director of the Violin Department. Work leading up to symphonies and higher forms.

P. Children's Class Demonstrations. Very young children used in the Course of Normal Piano Methods, to illustrate work in technique, ear training, rhythm, notation and playing and singing.

MUSICAL ORGANIZATIONS

Besides the *Orchestra* and the *Band,* we expect to make a good deal of our chorus singing, the *Choral,* open to all who love to sing, and want to sing better, who wish to spend an hour a week together in this delightful occupation, and of course learning something of the sight singing and other things necessary to improve the full effect of the singing.

The *"Treble Clef Club"* is an organization of women's and girls' voices, which is a most delightful and interesting addition to all musical or other entertainments. This club will be started early in the year.

Another interesting feature which will be open to everyone, is the *Course of Lectures* on *History of Music,* to be given by the Director, with illustrations given on the "Talking Machine" and also by song and instruments.

As well as this, there will be a Course in *Appreciation of Music,* which will acquaint us all more fully with all kinds of music, from the earliest days up to the present time.

As time passes, more will be told about all these things, and announcements made when the different organizations will meet, and it is sincerely hoped that large numbers of the citizens may take advantage of these opportunities to make Barbourville the most musical city in the mountains, and to make it more and more attractive to outsiders who will desire to live in a "live" place.

There will also be an opportunity given to Public School Teachers to take a course one hour a week, on the treatment of the Child Voice, as the Director knows that in the hands of these teachers lies, to a large degree, the future of the songsters of the country. If we want good singers, *and we do,* the teachers of the children *must know* how to treat the tender voices of the children.

FREE ADVANTAGES

The following branches, which are usually charged for in a separate fee, are given free to students who are taking one or more principal subjects in music:

Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Reading, Orchestra, Band, History of Music, Musical Appreciation, College Recitals.

TUITION FEES

Cost of tuition varies according to the *Grade* and the *Teacher.*

Fees payable in advance. These prices are based upon two private lessons of thirty minutes each and extra classes in theory, harmony, history, etc.

	Fall	*Winter*	*Spring*
VOICE			
1. *Children's Course*	$15.50 to 20.00	$12.25 to 17.50	$12.25 to 17.50
2. *Diploma Course—*			
Division I	20.00	17.00	17.00
Division II	22.50	19.50	19.50
Division III	25.00	22.00	22.00
3. *Quartette Course—*			
Each member	10.00	8.50	8.50
4. *Gospel Singers' Course*	20.00	17.00	17.00
PIANO.			
1. *Kindergarten Course—*			
Each member of class of 4	10.00	8.00	8.00
2. *Players' Diploma Course—*			
I. Beginners (Grades 1 and 2)	15.50 to 20.00	12.25 to 17.50	12.25 to 17.50
II. Introductory (Grades 3 and 4)	16.50 to 21.00	13.25 to 17.75	13.25 to 17.75
III. Intermediate (Grades 5 and 6)	18.00 to 22.50	15.00 to 19.50	15.00 to 19.50
IV. Preparatory (Grades 7 and 8)	20.00 to 24.50	17.00 to 21.50	17.00 to 21.50
CONSERVATORY WORK			
3. *Teachers' Training Course—*			
Division I	25.00	22.00	22.00
Division II	26.50	23.50	23.50

Division III	28.00	25.00	25.00
Division IV	30.00	27.00	27.00

4. *Certificate Courses—*
   In *Voice* or *Piano:* The same as in other courses, according to division and teacher.

5. *Special Harmony and Composition—*

First year	20.00	17.00	17.00
Second year	22.00	19.00	19.00

STRINGED AND WIND INSTRUMENTS

Division I	18.00	15.00	15.00
Division II	19.00	16.00	16.00
Division III	20.00	17.00	17.00

For those not taking Special Lessons: Orchestra, Band, Mandolin Club, "Treble Clef Club," "Choral Glee Club," $5.00 each term deposit.

For regular Students in Music: Orchestra, Band, Mandolin Club, $1.00 each term deposit.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.
Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.
Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.
Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.
Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.
Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.
Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying $52.00 for board upon entering in September one can pay $26.00 and then November 1, $26.00; January 2, $21.00; February 7, $21.00; March 19, $21.00, and April 25, $21.00.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $2.75 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 15-17 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$18.00	$16.00	$16.00
Academy	14.00	11.00	11.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	8.00	7.00	7.00
Sub-Academic	8.00	7.00	7.00
Expression—two lessons a week.	16.00	13.00	13.00
Art—Two lessons a week	16.00	13.00	13.00
Typewriting	8.00	7.00	7.00
Penmanship	3.50	2.75	2.75

For tuition in music, see Conservatory of Music.

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.50	2.75	2.75

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service....	$52.00	$42.00	$42.00

NOTE—These prices for board and room are subject to change if food prices should raise appreciably above prices of last year.

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition.....$5.00
Same, in Girls' Hall..... 2.00
Special Examination 1.00
College, Academic, Music, Art or Expression Diplomas.... 5.00
Gymnasium and Student Activity fee (paid by all students), per term 2.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	Fall Term	Winter Term	Spring Term	Year
College	$72.00	$60.00	$60.00	$192.00
Academy	68.00	55.00	55.00	178.00
Normal and Sub-Acad...	62.00	51.00	51.00	164.00

NOTE—Special consideration in tuition is given all ministerial and missionary students and children of ministers. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley (deceased).....A.B.
May E. Lock (deceased).....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson (deceased).....A.B.

1905

Joseph A. Bretz.....A.B.

1906

Lawrence G. Wesley.....A.B.
Cora Grindstaff .....A.B.
Laura Grindstaff .....A.B.

1907

Ernest Faulkner .....A.B.
Lena Wilson .....A.B.

1908

Edward P. Hall.....A.B.

1919

Samuel P. Franklin.....A.B.

Junior Collegiate Department

Charles Leroy Howes.....1913

Academic Department

Thomas A. Wood.....1908
Mary Ballinger (deceased).....1908
Howard Trent 1908
J. Spencer Singleton.....1908

Thomas Bradley Ashley.....1909
Charles G. Black.....1909
J. Loyd Decell.....1909
Robert W. Howes.....1909
Laura Green Easley.....1909
Nancy Kincheloe 1909
Sudie Pauline Newman.....1909
Hattie Jean Stansberry.....1909
Amelia Ballinger 1910

Amelia Ballinger 1910
Grace Bellaire Berry.....1910
Verdie Colson 1910
Idella Kincheloe 1910
B. C. Lewis.....1910
William Clark Mace.....1910
Edgar B. Wesley.....1910

Oscar Wesley 1910
Mary Rice Wilson 1910

Ellen Bryan Clark 1911
Ida Mae Cole 1911
Anna Mae Creech 1911
Guy Leslie Dickinson 1911
Norma Bruce Elliott 1911
Nancy Lee Faulkner 1911
Anna Royston Griggs 1911
Charles Leroy Howes 1911
Lallah Rookh Johnson 1911
Harrison W. Large 1911
Mary Dora Laughlin 1911

Lucy Ballinger 1912
Pearl Allyn Bastin 1912
Hallie Ester Cheap 1912
Myrtle Cole 1912
Lillian Hanna Mae Harrop 1912
Walter Monroe Jarvis 1912
Bertha Lockhart Norris 1912
Kathleen Brennan Sullivan 1912
Naomi Oldham Tuttle 1912

Annie Dee Albright 1913
Anna Cronley Ballinger 1913
John List Carrol (deceased) 1913
Ollie Elnora Cole 1913
Maude Cole (deceased) 1913
Ruth Decker 1913
Robert Faulkner 1913
Louise Jesson 1913
Mabel Jacobs Matthews 1913
Earl Mayhew 1913
Veana Gilraith Noe 1913
Thelma Edythe Stratton 1913
Edward William Scent 1913
Richard Brittain Tuggle 1913
Anna Melvin Walton 1913
John Henderson Young 1913

Stephen Amos Ballinger 1915
W. McKinley Wesley 1915
Clyde Stanfill 1915

Martha Francis Albright 1916
Samuel Petty Franklin 1916
Odis Elizabeth Fuller 1916

Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916
Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918
Mabel Alloway....1919
Horace Barker....1919
Marjorie Brown....1919
Grace Kennedy....1919
Roberta Cole....1919
Collie Franklin....1919
Thelma Morehead....1919
Daisy Robsion....1919
John Robsion....1919

Music Department

John Easley....1908
Emma Weaver....1909
Ida Mae Cole....1911
Norma Bruce Elliott....1911
Ollie Elnora Cole....1913
S. P. Franklin....1917

UNION COLLEGE SERVICE RECORD

This record is incomplete in that we do not have all the names of Union College students who were in the great war and we do have complete data concerning some of these names we have, but we present the list as best we have been able to secure it. Union College is happy to have presented such a splendid list of manly men to our country for the saving of the world from materialism, militarism, and the grossest of inhumanity.

Faculty

Brown, Charles L. .....
Lewis, B. C.....Y. M. C. A., in France
Williams, Stanley E.....In France

Students

Arthur, James .....Navy
Bain, Paul, Sgt.....Medical Corps, in France
Ballinger, Steven A., Pvt.....Mechanical Corps, Aero Service
Black, Charles, Pvt.....Ambulance Brig., in France
Bird, Geo. D.....U. S. Marines
Black, Reed P.....Y. M. C. A., in France
Brashear, Bryan .....Supply Company
Broughton, Woodward .....
Brice, Hiram L....Co. G, 1st Pioneers Inf., A. E. F., in Germany
Campbell, John .....
Carroll, John, Pvt.....Field Hospital 147—Died in Belgium
Claudfelder, Darius .....
Cottingine, Louis.....Navy, U. S. S. Pennsylvania
Comley, Oscar, Sgt.....Company A, Motor Brigade
Decker, Elmer, Pvt.....Field Artillery, in France
Dishman, Ben, Second Lieut.....
Dishman, E. B., Capt.....In France
Dishman, Will .....
Earley, Bee, Mess Sgt.....In France
Eckler, Harry .....Navy
Evans, Ben.....Artillery O. T. C.
Faulkner, Clarence, Second Lieut.....
Faulkner, Drew .....
Faulkner, Robert, Second Lieut.....Inf. Sup. Co., in France
Faulkner, Vernon, Corp.....Infantry
Ford, Lillman .....
Gibson, Ben F., Pvt.....Batt. D, 11th Reg.
Gilbert, James .....
Gregory, Jesse .....

Gregory, Tom, Pvt.....Supply Company 17
Hale, Sam .....Navy
Hemphill, A. H., Second Lieut.....O. M. C., A. E. F., in France
Hemphill, Fred .....Mechanic, Air Service
Henrickson, Charles .....
Gerndon, Ben.....Reg. Sup. Company, in France
Herron, George, Pvt.....In France
Higgins, Clark .....
Hinkle, Clarence .....Navy
Hopper, Sid.....Wounded in France
Hubbard, Henry .....Navy
Jackson, Oscar.....Mechan. Corps, in France
Jarvis, Floyd, Pvt.....Infantry, in France
Jarvis, Tip.....Medical Corps
Jarvis, Walter, First Lieut.....
Jesson, Louis.....Nurse, Camp McClellan
Jett, Beach, Second Lieut.....
Jones, Charles .....Hospital Corps
Jones, Fred .....Navy
Jones, John Catron .....
Kincaid, Willie.....Sgt. Reg. Sup. Co.
King, George Arthur.....Aviation Corps, Machinist, in England
King, Henry, Pvt.....Artillery—Wounded in France
Knuckles, Carl D. .....
Large, Harrison W.....Y. M. C. A.
Leger, J. E. .....Navy
Logan, Leslie, M. D., Capt.....Med. Corps, in France
Lumpkins, Turner .....
Matthews, James .....
Matthews, Vance, Pvt.....
Maddingly, James .....
Mayhew, Earl, Second Lieut.....Infantry
Mayhew, John, Pvt.....Amb. Corps, in France
McNeil, James M.....Navy, Electrician-Radio Operator
McDonald, Robert, Sgt.....155th U. S. Inf. Band, in France
Miller, Clarence, Lieut.....
Miller, Bubert .....Navy, Band—brass horn
Parrott, Troy .....
Roderiguez, Armando .....
Reynolds, Beverley .....Supply Company
Reynolds, Charles .....Navy
Rice, Jeff .....In France
Rice, Lawrence .....In France
Richardson, Frank .....
Roland, Seymour, First Lieut.....Med. Corps, in France
Sawyers, E. E., Jr., Supply Sgt.....
Senters, Philip, Sgt.....Northern Russia

Sevier, John R.....Naval Av., in England
Scent, Edward, First Lieut., Q. M.....In France
Simms, Algin T., Sgt.....Band, in France
Slucher, Oscar .....
Smith, Daugh W. .....
Smith, Harrison .....
Spratt, Tom .....Va. Military Institute
Summers, Chas., Second Lieut.....Art Instructor
Stanfil, Earl, Pvt.....Amb. Corps
Stansbury, Albert.....Heavy Artillery, in France
Stansbury, Frank .....Band, Fort Thomas
Stansbury, John G., Second Lieut.....Q. W.
Steele, Clarence G.....S. A. T. C., Lexington, Ky.
Taggart, Louis .....
Taggart, Turner .....
Tinsley, Alex.....Navy Q. W.
Thompson, J. T.....
Thompson, Sam .....
Trosper, Jay .....Navy
Trosper, Raleigh V.....Inf., in France
Trosper, Jesse .....
Trosper, Robert .....
Tuggle, Richard B....Navy Ensign, U-Boat Destroyer, in France
Tye, Kager, Second Lieut.....Aviation Defense
Wesley, McKinley W.....S. A. T. C., Center College
Williams, Andrew .....
Williams, Ben .....
Williams, Oscar .....
White, Hermon, Corp. Guard.....Germ. Prison, Atlanta, Ga.
Wood, Lewis, Chaplain.....Captured by Germans
and killed because he refused to reveal Government secrets
York, Oscar .....In France

Register of Students

College

Amis, William ..... Knox County
Archibald, Darrell ..... Illinois
Davis, A. H. ..... Knox County
Elliott, Mrs. Charles ..... Pike County
Franklin, S. P. ..... Anderson County
Golden, Reese ..... Knox County
Gwyn, Aubrey H. ..... Jessamine County
Jasper, Elfrida ..... Casey County
Jones, Nelle ..... Knox County
Sampson, Dowis ..... Knox County
Sloan, Anna ..... Pulaski County

Academy

Alloway, Mabel ..... Bell County
Bailey, Evertt ..... Rockcastle County
Bain, Sallie ..... Knox County
Bain, Ruby ..... Knox County
Barker, Horace ..... Estill County
Beddow, Robert ..... Knox County
Blair, Robert ..... Whitley County
Blair, James ..... Knox County
Blair, Vernon ..... Knox County
Brown, Marjorie ..... Illinois
Burke, Edgar ..... Madison County
Burroughs, Flora ..... Grant County
Burroughs, Otis ..... Grant County
Burruss, Price ..... Fayette County
Butler, W. G. ..... Bell County
Campbell, Clara ..... Knox County
Campbell, Ethel ..... Knox County
Carty, Willard ..... Knox County
Clark, Myers ..... Whitley County
Clevinger, Carl ..... Pike County
Cole, Roberta ..... Knox County
Cox, Bryant ..... Marion County
Creech, Victoria ..... Harlan County
Davis, Emily ..... Knox County
Dunbar, Vern ..... Harlan County
Earley, Frank ..... Laurel County
Earley, Robert ..... Laurel County
Edwards, Francis ..... Marion County

Elliott, Ernest ..... Pike County
Farmer, Wilson ..... Knox County
Fee, Mary ..... Knox County
Franklin, Collie ..... Anderson County
Franklin, Cheslie ..... Anderson County
Gardner, Edwin ..... Michigan
Gilbert, Xenia ..... Bell County
Gilbert, Ruby ..... Bell County
Hawn, Mamyme ..... Knox County
Harkleroad, Andy G. ..... Estill County
Heidrick, Mary Agnes ..... Knox County
Howard, Flora ..... Knox County
Hubbard, Ollie ..... Clay County
Humfleet, Albert ..... Knox County
Humfleet, Violet ..... Knox County
Hunter, Virginia ..... Knox County
Keith, Janie ..... Clay County
Kelley, Cecil ..... Pike County
Kennedy, Grace ..... Pulaski County
Knuckles, Grace ..... Bell County
Lee, Anna ..... Illinois
Leger, Ida ..... Knox County
Leger, J. E. ..... Knox County
Lester, Mary ..... Knox County
Lewis, Lenora ..... Knox County
Lyons, Williams ..... Knox County
Mays, Jesse ..... Knox County
Mays, Goebel ..... Knox County
Marcum, William ..... Owsley County
Marion, Bess ..... Bell County
Maxey, Cecil ..... Knox County
Melton, Mary ..... Knox County
Melton, Corbin ..... Knox County
Mitchell, Leland ..... Indiana
Morehead, Thelma ..... Knox County
Morris, Love ..... Knox County
McBrayer, Oscar ..... Pike County
McWilliams, Bronzel ..... Knox County
Overley, Raymond ..... Campbell County
Payne, Henry ..... Marion County
Payne, Ancil ..... Marion County
Patterson, Bettie Rae ..... Bell County
Parrott, Katherine ..... Knox County
Parsons, Pearl ..... Bell County
Partin, Hugh ..... Knox County
Perkins, Herbert ..... Whitley County
Preston, Golda ..... Pike County

Relaford, Shelby ..... Knox County
Riley, John ..... Knox County
Robsion, Daisy ..... Knox County
Robsion, John ..... Knox County
Rowe, William ..... Magoffin County
Smith, Arthur ..... Knox County
Stansbury, David ..... Harlan County
Stansbury, Ted ..... Harlan County
Stark, Robert ..... Harlan County
Stratton, Jettie ..... Pike County
Tuggle, Kenneth ..... Knox County
Tuggle, Allen ..... Knox County
Tye, Drucilla ..... Knox County
Wagers, Daisy ..... Clay County
Wilder, Ora ..... Bell County
Williams, Della ..... Whitley County
Wilson, Loraine ..... Oklahoma

Normal

Bargo, Mossie ..... Knox County
Bargo, Chester ..... Knox County
Clouse, Dovie ..... Knox County
Curry, Tom ..... Clay County
Davis, Caleb ..... Knox County
Davis, Bertha ..... Knox County
Detherage, Nathan ..... Knox County
Elliott, Maude ..... Knox County
Elliott, Claude ..... Knox County
Evans, Rosco ..... Bell County
Fultz, Drucilla ..... Knox County
Hammons, Amanda ..... Knox County
Hampton, Gerdner ..... Knox County
Hayre, Neva ..... Clay County
Herndon, Eliza ..... Whitley County
Hibbard, Robert ..... Knox County
Jarvis, T. J. ..... Knox County
Jones, Maude ..... Knox County
Kelley, Dewey ..... Clay County
Ledford, Sophia ..... Clay County
Lipps, Emily ..... Clay County
Mays, Jesse ..... Knox County
Martin, Willie ..... Knox County
Martin, William ..... Knox County
Melton, Mallie ..... Knox County
Messer, Rosa ..... Knox County
Mills, Martha ..... Knox County
Mills, Postemnia ..... Knox County

Nelson, Viola ..... Knox County
Parrot, McKinley ..... Knox County
Phillips, Gertrude ..... Knox County
Relaford, Shelby ..... Knox County
Rice, Gertrude ..... Rockcastle County
Sampson, Carrie ..... Knox County
Scott, Lawrence ..... Knox County
Sharp, Luther ..... Whitley County
Steele, Beatrice ..... Knox County
Valentine, Ethel ..... Knox County
Valentine, Caleb ..... Knox County
Wagers, Lawrence ..... Clay County
West, Joe ..... Knox County
White, Cecil ..... Knox County
Williams, Robinson ..... Knox County
Willis, Maud ..... Knox County
Woollum, Cleo ..... Knox County
Woollum, Letcher ..... Knox County

Sub-Academic

Asher, Dewey ..... Clay County
Balme, Winniefred ..... Kenton County
Blair, Sylvan ..... Harlan County
Brock, Carroll ..... Harlan County
Byrley, Cecil ..... Knox County
Carr, Cloud ..... Virginia
Carty, Beatrice ..... Knox County
Carty, Speed ..... Knox County
Fee, Vernia ..... Knox County
Fee, Chester ..... Knox County
Ferrell, Fannie ..... Pulaski County
Frazier, Cora ..... Knox County
Fultz, Drucilla ..... Knox County
Grayson, A. G. ..... Kentucky
Gregory, John ..... Knox County
Hampton, Rhoda ..... Knox County
Hayre, Neva ..... Knox County
Hendricks, Ruby ..... Knox County
Higgins, Ben ..... Knox County
Hopper, Seymour ..... Knox County
Howard, Cleo ..... Knox County
Hughes, Bill ..... Knox County
Jackson, Jack ..... Knox County
Kelley, Mattie ..... Clay County
Kellums, Lillie Mae ..... Bell County
Lundy, Willie ..... Knox County
Martin, Howard ..... Knox County

Martin, John ..... Knox County
Melton, May ..... Knox County
Miller, Leah ..... Bell County
Mills, Iva ..... Knox County
Mills, Bessie ..... Bell County
Mills, Postemnia ..... Knox County
Rice, Gertrude ..... Rockcastle County
Silvers, Roy ..... Bell County
Stump, Tinsley ..... Laurel County
Turner, Delia ..... Knox County
Tye, James ..... Knox County
Wells, Granville ..... Knox County

Piano

Alloway, Mabel ..... Bell County
Alloway, Roberta ..... Bell County
Bain, Sallie ..... Knox County
Bain, Ruby ..... Knox County
Black, Fonzine ..... Knox County
Bright, Lela ..... Knox County
Brock, Carroll ..... Harlan County
Brown, Marjorie ..... Illinois
Burton, Mrs. F. R. ..... Knox County
Byrley, Cecil ..... Knox County
Cole, Roberta ..... Knox County
Edwards, Francis ..... Marion County
Elliott, Mrs. Charles ..... Pike County
Ferrell, Fannie ..... Pulaski County
Gail, Franklin .....
Gilbert, Xenia ..... Bell County
Gilbert, Ruby ..... Bell County
Gregory, Evelyn ..... Knox County
Heidrick, Mary Agnes ..... Knox County
Hubbard, Ollie ..... Clay County
Hudson, Mrs. W. S. ..... Knox County
Humfleet, Violet ..... Knox County
Humfleet, Bernice ..... Knox County
Jasper, Elfrida ..... Casey County
Kelley, Mattie ..... Clay County
Knuckles, Grace ..... Bell County
Lee, Anna ..... Illinois
Leger, Ida ..... Knox County
Melton, Mary ..... Knox County
Miller, Leah ..... Bell County
Mills, Iva ..... Knox County
Mills, Martha ..... Knox County
Minton, Emily ..... Knox County

Morris, Love ..... Knox County
Overley, Raymond ..... Newport, Ky.
Owen, Ruth ..... Knox County
Patterson, Bettie Rae ..... Bell County
Parrott, Katherine ..... Knox County
Preston, Golda ..... Pike County
Robsion, Daisy ..... Knox County
Sampson, Dowis ..... Knox County
Sloan, Anna ..... Pulaski County
Stratton, Jettie ..... Pike County
Vincent, Lela ..... Laurel County
Wagers, Daisy ..... Clay County
Wilder, Ora ..... Bell County

Voice

Alloway, Roberta ..... Bell County
Brady, Arva L. ..... Iowa
Davis, Emily ..... Knox County
Edwards, Francis ..... Marion County
Franklin, S. P. ..... Anderson County
Franklin, Collie ..... Anderson County
Franklin, Cheslie ..... Anderson County
Gilbert, Xenia ..... Bell County
Gilbert, Ruby ..... Bell County
Grayson, A. G. ..... Kentucky
Hudson, Mrs. W. S. ..... Knox County
Humfleet, Albert ..... Knox County
Jasper, Elfrida ..... Casey County
Morehead, Thelma ..... Knox County
Overley, Raymond ..... Campbell County
Patterson, Bettie Rae ..... Bell County
Payne, Henry ..... Marion County
Robsion, Daisy ..... Knox County
Stratton, Jettie ..... Pike County
Vincent, Lela ..... Laurel County

Violin, Reed, and Wind Instruments

Blair, Robert ..... Whitley County
Burroughs, Flora ..... Grant County
Burruss, Price ..... Fayette County
Clark, Myers ..... Whitley County
Davis, Emily ..... Knox County
Davis, Ted ..... Knox County
Elliott, Ernest ..... Pike County
Farmer, Wilson ..... Knox County
Franklin, Cheslie ..... Anderson County
Haas, O. C. ..... Indiana

Heidrick, Mary Agnes	Knox County
Hinkle, Mrs. J. Milton	Indiana
Hughes, Lowell	Knox County
McWilliams, Bronzel	Knox County
Owen, Ruth	Knox County
Payne, Ancil	Marion County
Pitman, Wallace	Knox County
Robsion, Daisy	Knox County
Robsion, John	Knox County
Rowe, William	Magoffin County
Stansbury, Davis	Harlan County
Stark, Robert	Harlan County
Taylor, Nannie L.	Knox County
Tuggle, Kenneth	Knox County
Tuggle, Allen	Knox County
Van Hoesen, Agnes	New York
Weeks, Abigail E.	Pennsylvania

Expression

Archibald, Darrell	Illinois
Barker, Horace	Estill County
Bennett, Robert H	North Dakota
Black, Evelyn	Knox County
Blair, James	Knox County
Brock, Carroll	Harlan County
Burroughs, Otis	Grant County
Butler, W. G.	Bell County
Elliott, Ernest	Pike County
Elliott, Mrs. Charles	Pike County
Gregory, Evelyn	Knox County
Gregory, Pauline	Knox County
Hawn, Katherine	Knox County
Hinkle, Maude	Knox County
Hughes, Lowell	Knox County
Humfleet, Bernice	Knox County
Hunter, Virginia	Knox County
Keith, Janie	Clay County
Leger, Ida	Knox County
Miller, Leah	Bell County
McBrayer, Oscar	Pike County
Richards, Mrs. G. M.	Knox County
Sloan, Anna	Pulaski County
Smith, Diana	Knox County
Smith, Boone	Knox County
Stewart, Anna	Knox County
Stratton, Jettie	Pike County
Terpin, Gertrude	Knox County
Tuggle, Thelma	Knox County

Typerwiting

Blair, James ..... Knox County
Blair, Vernon ..... Knox County
Burke, Edgar ..... Madison County
Elliott, Ernest ..... Pike County
Hughes, Bill ..... Knox County
Keith, Janie ..... Clay County
Mays, Jesse ..... Knox County
Mays, Goebel ..... Knox County
Marion, Bess ..... Bell County
Miller, Harold ..... Knox County
McWilliams, Bronzel ..... Knox County
Patterson, Bettie Rae ..... Bell County
Partin, Hugh ..... Knox County
Riley, John ..... Knox County
Robsion, John ..... Knox County
Smith, Arthur ..... Knox County
Stark, Robert ..... Harlan County
Tuggle, Kenneth ..... Knox County
Wagers, Daisy ..... Clay County
Williams, Della ..... Whitley County

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Annual Bulletin

of

Union College

1920-21

Barbourville, Ky.

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin

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Union College

1920-21

Barbourville, Ky.

CALENDAR

1920

Tuesday, September 21 ..... Fall Term Opens
Thursday, November 25 ..... Thanksgiving Day
Friday, December 17 ..... Fall Term Closes

1921

Wednesday, December 29 ..... Winter Term Opens
Saturday, March 19 ..... Winter Term Closes
Tuesday, March 22 ..... Spring Term Opens
Wednesday, June 1 ..... Commencement Day

ABIGAIL E. WEEKS, A.B., A.M.
English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

GEORGE C. HEWES, B.S., S.T.B.
Science and Mathematics

University of Illinois, B.S., in School of Chemistry, 1883; DePauw University, S.T.B., 1891; First Assistant in Chemical Laboratory of University of Illinois, 1885-86; Commercial Chemical Analytical work in Chicago, Illinois, 1887-88; Vice-Principal and Professor of Science and Logic, Reid Christian College, Lucknow, India, 1892-95; Oak Openings Boys' School, Naini Tal, India, 1896; Evangelistic work in North India, 1897-1911; Superintendent of Eastern Kumaun District, North India Annual Conference, Methodist Episcopal Church, 1912-15; Principal and Science Teacher of Hull High School, 1918-19; Mathematics and Physics, Berea College, 1919-20; Professor of Science and Mathematics, Union College, 1920-

LEAH FIELDS, A.B.
Latin and French

University of Wisconsin, A.B., 1917; Graduate work, University of Wisconsin, summer session, 1919; Head of Latin and French, Foster Hall Preparatory School for Girls, Shreveport, La., 1918-19; Professor of Latin and French, Union College, 1919-

WILMA G. CLINE, B.E.
Expression and Public Speaking

Public and High Schools of Nebraska; graduate of the Department of Expression, Nebraska State Normal; postgraduate, Nebraska Wesleyan University with degree of B.E.; work at Columbia College of Expression, Chicago, Illinois; teacher of Expression and Physical Culture, Nebraska State Normal; head of Department of Public Speaking at Marionville College, Mo.; Union College, 1920-

GRACE RALSTON FRANKLIN, B.S.
German and History

B.S., Valparaiso University, 1906; graduate student, Indiana University; Principal of High School; Professor of English and German, Olivet University two years; Professor of English and German, Asbury College four years; Professor of German and History, Union College, 1919-

Household Arts

(To be supplied)

FLORENCE M. CAMPBELL
Director of Music Conservatory

In Voice, studied with Harold Brancombe of London and Liverpool; special student of William Shakespeare, F.R.A.M., London, 1905-1908; Sight Reading and Choral Work under Henry Lawson; Member of Philharmonic Society under Sir Charles Halle; Member of Gounod Society, under Signor Agramonte, New York; Choir Director and Solo Singer. In Piano, studied with Santly, of Liverpool, England; Frederic Cafferata, of Liege, Belgium; Stiebler Cook, A.R.A.M., London. Graduated under Stiebler Cook at Virgil Piano School, 1908; received First Class Honors in Theory and Harmony, Trinity College of Music, London; Special Student in Harmony, Composition and Counterpoint with Stiebler Cook, under whom took full Teachers' Course. Director of Music at Suffolk College, Virginia, for seven years; Director of Music, Sue Bennett Memorial School, London, Ky., for several years; Director of Music, London Conservatory, 1917-1918; Director of Music Conservatory, Union College, 1918-

Teaches Voice, Choral and Sightsinging, Piano, Theory, Harmony, Composition, History, Psychology and Pedagogy of Music.

LAURA MAE CARTER
Head of Piano Department

Studied theory, harmony, counterpoint, sight singing, ear training; took special teacher's training course and taught under supervision of Caroline Barbour; studied piano under Alfred Catzin of Berlin; George Copeland (first to introduce Debussy's music in America), and graduated from the Louisville Conservatory of Music under Frederick A. Cowles, June, 1919; Union College, 1919-

CHARLES E. AHLER

Violin, Reed and Brass Instruments

Violin under August Mauer, Berlin; A. J. Strum. Berlin and Leipsic; Al Wolf. Cincinnati; Clarinet and Saxaphone under F. P. Atherton; Band Leader 2nd Kentucky Regiment, K. S. G.; Saxaphone Soloist and Director Concert Orchestra in several cities; Violin. Reed and Brass Instruments, Union College, 1918-

DANIEL M. HUMFLEET

Normal and Academy Science and Mathematics

Graduate, Union College Academy; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

R. EDWADD BURNETT

Model School

Had Normal Training at Union College and Eastern Kentucky State Normal School; Diploma Union College Academy; many years a teacher Public Schools in Kentucky and Georgia; Seventh and Eighth Grades, Union College, 1917-

NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed on the Gymnasium, which will be finished and ready for the opening of school in September, and the campaign for an additional $100,000 for endowment is progressing well.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see doubled in 1920-21.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting

shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties

of native trees. The buildings are connected with each other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

Administration Building — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

Fanny Speed Hall—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use.

Stevenson Hall—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

GYMNASIUM—For a few years Union College has rented an old discarded church building to use as a gymnasium, but this coming winter we are assured a very fine new building on the campus. It is almost finished and will be dedicated to the soldiers and sailors of Knox County and of the M. E. Church of the Kentucky Conference. This will be one of the most modern and well-equipped gymnasiums to be found anywhere.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building will be well equipped.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to

the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray

tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students

are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philan-

thropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Thursday evenings, between supper and study hour, we have a peoples' meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the Thursday evening meeting and revival services in the college.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelphian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

For several years Union has had a winning team in basketball and baseball.

With the completion of the new Gymnasium we will have physical training under competent leaders.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED

Algebra	1½
Geometry	1
English	3
Foreign Language	3
Science	1
History	1

ELECTIVES

Latin	2 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1

ELECTIVES

Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1 to 2
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED

English Composition and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 180 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 180 hours is equivalent to 120 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given

on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 180 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English 3	English 3	English 3
Mathematics or Science 5	Mathematics or Science 5	Mathematics or Science 5
*Foreign Lang'ge. 5	Foreign Language 5	Foreign Language 5
Bible 2	Bible 2	Bible 2

Sophomore

English 3	English 3	English 3
Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5
History 3	History 3	History 3
Bible 2	Bible 2	Bible 2
Electives ....2 to 4	Electives ....2 to 4	Electives ....2 to 4

Junior

Philosophy 5	Philosophy 5	Philosophy 5
Electives 10	Electives 10	Electives 10

Senior

Electives 15	Electives 15	Electives 15

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Five hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition.* This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.
Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.
Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*American Literature.* Parallels Course 2.
Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.
Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."
Three hours throughout the year.

ENGLISH 11—*Modern Drama.* This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.
Two hours throughout the year.

ENGLISH 12—*Epics in Translation.* Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."
Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.
Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.
Three hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.
Three hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.
Three hours throughout the year.

ENGLISH 17. *Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.
One hour throughout the year.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there

are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.
Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.
Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.
One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.
One hour throughout the year.

THEOLOGY 1—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.
Three hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics.* A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

LIFE SERVICE 1—*General Course.* This course will offer a general consideration of the beauty, dignity, and value of unselfish service and follow with a brief consideration of the spirit of a true minister, religious teacher, deaconess, social worker, Red Cross nurse, Salvation Army worker, slum worker, and missionary, together with a brief consideration of what such service has accomplished and what it can accomplish. Lectures and extensive reading.

Two hours a week throughout the year.

LIFE SERVICE 2—*Teacher Training.* We offer in this course the books scheduled by the Board of Sunday Schools, and those fin-

ishing them receive the usual certificates and diplomas. This last year a large number took the course and we expect a still larger class this coming year.

Two hours a week throughout the year.

LIFE SERVICE 3—*Missions.* It is the purpose of this course to give a brief study of early missions in the Greek and Roman Empires and northern Europe. This will be followed by a more extensive study of Protestant missions throughout the world with emphasis on certain typical missionaries and missionary centers with view to catching the genius and power of Christianity to redeem the world. Consideration will also be given to the relation of the missionary to the home church. Strong points in the life and work of some great missionaries will be dwelt upon.

Two hours a week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Five hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.

Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.
Given in 1919-20.

GERMAN

The method and purpose is the same as with French.
For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.
For a minor in German take courses 2, and 3 or 5.
Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.
Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.
Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.
Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.
Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.
For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.

Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."

Five hours per week throughout the year.

GREEK 2—*History.* Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.

Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."

Three hours per week throughout the year.

GREEK 3—*Oratory.* "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.

Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).

Three hours per week through fall term.

History—"Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4 A—*Epic Poetry.* Homer's "Iliad," Books I-VI; Grammar and Prose Composition.

Textbooks—"Illiad" (Keep); Prose Composition (Spieker).

Three hours per week through fall term.

B—*Philosophy.* Plato's "Apology" and "Crito"; Xenophon's "Memorabilia"; Grammar and Prose Composition. Selections

from the New Testament may be substituted for Xenophon's "Memorabilia."

Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).

Three hours through winter and spring terms.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History.* This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.

Three hours a week throughout the year.

COURSE 2—*Mediæval History.* This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.

Two hours a week throughout the year.

COURSE 4—*English Constitutional History.* This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.

Three hours a week throughout the year.

COURSE 3.—*English and Political History.* This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.

Two hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History.* This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History.* This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865.* This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920.* This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History.* This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History.* This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.
Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.
Five hours throughout the year.

LATIN 2—Literature. Horace's Odes and Epodes; Terence, selected plays; Juvenal's Satires.
Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.
Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and any-

one wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Five hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.
Five hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.
Five hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.
Five hours, Fall Term.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.
Five hours, Winter Term.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.
Five hours, Spring Term.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.
Three hours, Spring Term.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.
Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.
Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.
Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education.* This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient,

Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education.* It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology will give a basis for constructive criticism and study. Textbook, reading, and lectures. Prerequisite: General Psychology.

Three hours a week, second half year.

EDUCATION 3—*Educational Psychology.* A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Two hours, first half year.

EDUCATION 4—*Philosophy of Education.* In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Five hours throughout the year.

SCIENCE 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the

study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 4—*Analytic Chemistry—Qualitative Analysis.* Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures six hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Three hours throughout the year.

SCIENCE 5—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

HOUSEHOLD ARTS

HOME ECONOMICS I—*Foods and Cookery.* The classes of foods, their use, food values, and cost; principles of selection, marketing, and manufacture of foods, food combinations; laboratory practice in preparation of foods. Three two-hour periods a week, first half year.

Home Economics II—*Textiles and Clothing.* Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making. Three two-hour periods a week.

Reference Books

Woolman and McGowan's "Textiles."
Kuine and Cooley's "Shelter and Clothing."
Kuine and Cooley's "Food and Health."
Kuine and Cooley's "Clothing and Health."
Kuine and Cooley's "The Home and the Family."
Kuine and Cooley's "Foods and Household Management."
"Boston School Cooking Book"; Janet M. Hill's "Up-to-Date Waitress."

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

COURSES

Two courses, the Elementary Certificate Course and the Intermediate Certificate Course, are offered. The courses in each are of High School grade. The Elementary embraces the equivalent of eight High School units, corresponding to the Freshman and Sophomore years, and the Intermediate the equivalent of eight more such units corresponding to the Junior and Senior years of High School.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in December or January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the two Normal courses in the time that the average student takes for the Academy alone.

THE ELEMENTARY CERTIFICATE COURSE

This course is open, without conditions, to those who have completed the eight grades of the common school course. Those who have not completed the eight grades will be put in the Sub-

Academy or special classes until they are prepared for this course. This course leads to the Elementary Normal Certificate, which is good for two years in the public schools of the State. Three terms must be spent in resident study before this certificate may be secured, regardless of the number of credits the student may have when he enters.

The courses are written up by the term and each course counts one-third of a unit and each drill one-sixth of a unit. Certain method-content courses are required, while there is some liberty in selecting others.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Elementary certificate:

Education	1	1-3 units
English	1	2-3 units
American History and Civics	1	unit
Science	2	units
Mathematics	1	1-3 units
Drills		2-3 units

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

THE INTERMEDIATE CERTIFICATE COURSE.

This course is open, without conditions, to those who have completed the Normal Elementary Certificate Course or the first two years in an accredited High School, or their equivalent. This course leads to the Intermediate Normal Certificate, which is good for four years in all the common schools of the State.

Those who enter with two years of accredited High School work will be required to take certain method-content courses in the Elementary Certificate Course and enough other work to take the place of the regular High School subjects which have already been taken and which may be credited on this course.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Intermediate Certificate:

Education	1	unit
English	1	1-3 units
History	1	1-3 units
Mathematics	1	unit
Science	1	unit
Foreign Language	1	2-3 units
Drills		2-3 units

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
*Science 5	Science 5	Science 5
Mathematics I ...5	Mathematics I ...5	Mathematics I ...5
Bible 2	Bible 2	Bible 2

Sophomore

English II 5	English II 5	English II 5
Latin II 5	Latin II 5	Latin II 5
Mathematics II ..5	Mathematics II ..5	Mathematics II ...5
History I 5	History I 5	History I 5
Bible 2	Bible 2	Bible 2

Junior

English III 5	English III 5	English III 5
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Mathematics III...5	Mathematics III ..5	Mathematics III ..5
Bible 2	Bible 2	Bible 2
†Elective 5	†Elective 5	†Elective 5

Senior

English IV 5	English IV 5	English IV 5
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Science III 5	Science III 5	Science III 5
Bible 2	Bible 2	Bible 2
Mathematics IV ..5	‡Elective 5	‡Elective 5

*Any Science courses except Physics may be elected here.

†One unit chosen from Latin, French, History, Physiology, Domestic Science, Music or Expression.

‡One unit chosen from Latin, French, History, Economics and Psychology, Physiology, Domestic Science, Music, Civics, Mathematics, or Expression. In electing a special like Music or Expression, tuition is extra. Some time during the course all girls must take one unit of Domestic Science embracing Cooking and Sewing.

Academy and Normal Departments of Instruction

EDUCATION

EDUCATION I—*Psychology* 1. Psychology is the foundation of all studies in Education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions. Required of all candidates for the Elementary Certificate. Fall Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION II—*Method* 1. This course embraces a study of the principles underlying the proper teaching of children in the first four grades. Method in Reading and Number, Language and Drills, and in the teaching of Morals, such as personal and group neatness, hygiene, loyalty, etc., receive special emphasis. Text-book, library readings, class discussions. Required of all candidates for the Elementary Certificate. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION III—*Observation* 1. This course should follow Education II. After the theory has been clearly grasped as based upon the Psychology of the learning process the observation of the practical demonstration of the theory in actual schoolroom work, accompanied by expert supervision and followed by guided discussion, should give the prospective teacher a satisfying assurance that there is a real science in teaching which may be learned by careful application. Required of all candidates for the Elementary Certificate. Spring Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION IV—*School Management* 1. To feel discipline intelligently and sincerely is a guarantee to good order. This course endeavors to develop the proper attitude toward administrative problems and to give the best known forms to be used in meeting the usual but varied problems of the schoolroom, playground, and community. Observation will be made of the training school to get real situations and living examples for consideration. A standard text-book, lectures and discussions. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION V—*Elementary State Course of Study.* The first problem of the rural teacher is how to manipulate the course of

study so as to have a well-graded school and to cover the work set by the course. This problem is thoroughly worked out, together with many points of method and administration. Spring Term, daily. One-third unit.

EDUCATION VI—*Psychology 2.* A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Textbook, lectures and discussions. Required of all candidates for the Intermediate Certificate. Fall Term, daily, and repeated when necessary. One-third unit.

EDUCATION VII—*Method 2.* This course presents the principles of education underlying the work of the upper grades of the common school, with special emphasis on method in History, Geography, Physiology, Civics, Arithmetic and Grammar. Winter Term, daily. One-third unit.

EDUCATION VIII—*Observation 2.* This course calls for more individual work than Observation 1, and embraces the making of lesson plans, participation in practice teaching, the careful keeping of notebook, lectures, assigned reading, quizzes, and discussions. Required of all candidates for the Intermediate Certificate. Spring Term, daily. One-third unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLIST I (*a*)—*English Grammar.* This course is planned to give teachers a more definite knowledge of grammar by emphasizing the difficult points. Supplementary texts are used in connection with the adopted text in order to add new light and in-

terest to the subject. The parts of speech, their modifications and special functions, also diagramming, analyzing, and parsing, are carefully studied. Fall Term, daily. One-third unit.

(b) Text used Lewis and Hosic's "Practical English." Careful study of punctuation, use of the dictionary, the paragraph and the sentence. Special attention is given to letter writing and to the various business forms. Stress is laid on oral composition and written themes are required. Classroom study of Old Greek Folk Stories and "Merchant of Venice." Outside reading of ten Current Short Stories and "Wonder Book." The work of training the student in fundamentals of literary interpretation is begun. Winter Term, daily. One-third unit.

(*c*) Reading Course. In this course the student is taught the principles underlying correct breathing, tone production, voice placement, and poise. Special attention is given to enunciation, articulation and pronunciation. For practical demonstration, selections will be made from the classics. Spring Term, daily. One-third unit.

ENGLISH II (*a*)—Careful study of narration, using Lewis and Hosic's "Practical English." Oral and written composition required throughout the course. Classroom study of "Tanglewood Tales" and "Silas Marner." Outside reading of Current Literature. Fall Term, daily. One-third unit.

(*b*) A beginning course in exposition in which the fundamentals are applied to situations arising in everyday life. Classroom study of "Ancient Mariner" and "The Oregon Trail." Outside reading of Thoreau's "Walden" or some similar work. Winter Term, daily. One-third unit.

(*c*) A beginning course in argument, briefs, written themes involving the principles, and debates throughout the course. Some study is made of the newspaper and periodicals. Classroom study of "As You Like It" and selections of argumentative prose. Outside reading required. Spring Term, daily. One-third unit.

ENGLISH III (*a*)—Study of the principles of narration and description, with outside reading of ten or more of the world's best short stories. Frequent narrative and descriptive themes are required throughout the term. Careful class study of Cranford. Fall Term, daily. One-third unit.

(*b*) Principles of Exposition are studied; review of letter writing, original defining of terms with dictionary practice. Frequent expository themes are required. The class reads the Sir Roger de Coverley Papers, and Mid-Summer Night's Dream. A biography selected by the student is required for outside reading during this term. Winter Term, daily. One-third unit.

(c) Rapid review of text-book, frequent language drills, correcting individual mistakes. The class studies The House of Seven Gables, Marner's In the Wilderness, and has one lesson a

week from the Literary Digest. Themes and longer papers are required.

Classics, text-book and magazines are subject to change, but equivalents are given. Text of year, Brooks—Book II. Spring Term, daily. One-third unit.

ENGLISH IV (*a*)—The principles of argumentation as laid down in Brooks—Book II are studied. Outlines, briefs and themes are required, and formal debates are held from time to time. The class makes an intensive study of Burke's Speech on Conciliation, or of Washington's Farewell Address. Fall Term. One-third unit.

(*b*) An elementary study of the principles of poetry forms the basis of this term's work. Palgrave's Golden Treasury, Milton's Minor Poems, and Macbeth are studied. Winter Term. One-third unit.

(*c*) Review principles of the year's work, with thorough study of Carlyle's Essay on Burns. Themes, talks, discussions of current problems, outlines and briefs are continued throughout this term. Spring Term, daily. One-third unit.

MATHEMATICS

MATHEMATICS I (*a*)—*Arithmetic.* This course embraces a review of all the more important principles of arithmetic. Outdoor work, measuring land, estimating lumber in logs, bills of weather boarding, flooring, painting, capacity of cisterns, bins, etc., a study of percentage, including notes, checks, stocks, and bonds, meansuration, and the principles of involution are given careful study. Fall Term, daily. Repeated Winter and Spring Terms, when necessary. One-third unit.

(*b*) *Algebra.* This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Wentworth and Smith Academic Algebra, Chapters I-VIII. Winter Term, daily. One-third unit.

(*c*) *Algebra.* This course includes special Products and Quotients, Factors and Fractions. Wentworth and Smith, Chapters IX-XI. Spring Term, daily. One-third unit.

MATHEMATICS II (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-third unit.

(*b*) *Geometry,* Books II and III. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Winter Term, daily. One-third unit.

(*c*) *Geometry*, Books IV and V. Completed with notebooks containing principal problems solved during the year. This term completes Plane Geometry. Wentworth and Smith. Spring Term, daily. One-third unit.

MATHEMATICS III (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra. Fall Term, daily. One-third unit.

(*b*) *Algebra.* Continuation of Course (*a*). Simple Equation, Graphs, Powers and Roots, Quadratic Equations. Wentworth and Smith, Chapters XIII-XVII. Winter Term, daily. One-third unit.

(*c*) *Algebra.* Simultaneous Quadratic Equations, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII. Spring Term. One-third unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.
Five hours, Fall Term.

LATIN

LATIN I (*a*)—A study of the more elementary rules of Latin syntax with thorough drill on declension and conjugation. From the beginning stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The text is Pearson's Essentials of Latin. Fall Term, daily, and repeated Winter Term. One-third unit.

(*b*) A continuation of (*a*). Winter Term, repeated Spring Term. One-third unit.

(*c*) Completion of the study of forms and the introduction of the more involved syntax of subjunction and infinitive. Special drill on the Latin period in connection with the reading of brief excerpts from Caesar's Gallic Commentaries. Spring Term, daily. One-third unit.

LATIN II (*a*)—Caesar's Gallic Commentaries, Book I, Chapters 1-30, and Book II, Chapters 1-10. Prose composition once a week throughout the year, and daily drill on syntax. Detailed attention is given to the geographical, historical, and political background of the narrative. Fall Term, daily. One-third unit.

(*b*) Continuation of (*a*). Reading of Book II, Chapters 10-30, and Book III. Winter Term, daily. One-third unit.

(*c*) Continuation of (*a*) and (*b*). Reading of Book IV and Book I, Chapters 30-54. Spring Term, daily. One-third unit.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.
Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.
Five hours a week throughout the year.

FRENCH

FRENCH I—Fraser and Squair's *Shorter French Course* is studied, through Lesson XLVIII. Daily drill in pronunciation, colloquial phrases, and the oral reading of French is given. One easy prose book is read in connection with the grammar. Open to Juniors and Seniors. Daily throughout the year. One unit.

FRENCH II—Fraser and Squair's *Shorter French Course* is completed, and approximately a hundred and fifty pages are read from a selected play and novel. Conversational drill and the memorizing of poems throguhout the year. Open to Juniors and Seniors. Daily throughout the year. One unit.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.
Fall Term, daily. One-third unit.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.
Winter Term, daily. One-third unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the

laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

Fall Term, daily. One-third unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Winter Term, daily. One-third unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Spring Term, daily. One-third unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One term. One-third unit.

SCIENCE IX—*Elementary Physics.* This course extends throughout the year. Class work three periods and laboratory work four periods per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Daily throughout the year. One unit.

HISTORY AND CIVICS

HISTORY I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History complete, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any Normal School.

History (*b*) continues the work of History (*a*), but it is the Method History of the department. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War.

Fall Term, daily. Repeated if necessary. One-third unit.

HISTORY II—(*a*) Text: Breasted's "Ancient Times." Study of rise and fall of the civilization of the Orient. Study of the dawn of European civilization in Crete. Notebook work, map drawing and written work required.

Fall term, daily. One-third unit.

(*b*) A study of Greek history. Notebook work, map drawing and written work required.

Winter Term, daily. One-third unit.

(*c*) A study of the rise and decline of Rome. Notebook work, map drawing and themes required. Some attention given to current history.

Spring Term, daily. One-third unit.

HISTORY III—(*a*) Text: Robinson's "Medieval and Modern Times," a study of Euorpean civilization from the fall of Rome

to the year 1500. Notebook work, map drawing, and themes required.

(*b*) Modern European History to Napolean, careful study of the reformation and the development of constitutional government. Notebook work, map drawing, and themes.

Winter Term, daily. One-third unit.

(*c*) Study of European History from Napolean up to the present. Careful study of the world war. Considerable attention is given to Current History. Notebook work, map drawing, and themes required.

Spring Term, daily. One-third unit.

CIVICS I—This is Elementary Physics, covering the most fundamental aspects of the subject, including Kentucky Civil Government. The adopted textbook will be used as a basis of the work, supplemented by other texts. One term is required of Normal students.

Winter Term, daily. One-third unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

HOME ECONOMICS

HOME ECONOMICS I—A. Fall Term. One-third unit.

1. *Hand Sewing*—Complete course in hand sewing, practice in fundamental stitches, including patching, darning, making buttonholes, hemming, hemstitching, etc., applied on models, and simple, hand-made articles, such as sewing apron, towels and corset cover.

2. *Food and Dietetics*—Clasification and composition of foods; food values; food combinations; measurements; cooking and serving.

3. *Textiles and Clothing*—History of textile industries; study of textile processes; tests for various fibres and judging of cloth.

B. Winter Term. One-third unit.

1. *Elementary Clothing*—Machine and hand sewing, drafting of patterns, cutting and making of under garments. Study of cost, durability and suitability of materials and trimmings. Comparison between ready-made and home-made garments.

2. *Food and Dietetics*—Continuation of Course I. Selection of food; cost; production and manufacture of foods; cooking and serving.

3. *Household Sanitation*—The subject is studied by means of lectures dealing with healthfulness of location, heating, drainage and surroundings of a dwelling; types and advantages of each; necessity for proper amount of sunlight; ventilation, smoke, dust and dirt; drinking water; disposal of household waste; care of food; preventable diseases and public sanitation.

C. Spring Term. One-third unit.

1. *Dressmaking*—History of costume; drafting, garment-making; gingham dress and lawn dress.

2. *Food and Dietetics*—Preservation of food; requirements of various groups; relation of costs to nutritive value; planning, cooking and serving meals; invalid cookery; demonstrations. The making of balanced menus for limited sums of money.

3. *Household Sanitation* continued. *Household Management*—A course of lectures dealing with the proper distribution of the income, budgets, labor-saving devices, household accounts, scientific management of the home.

Cooking, 2 days.
Sewing, 2 days.
Theory, 1 day.

NOTE—In clothing and dressmaking courses, students provide all materials for garments and household articles, subject to approval of instructor.

HOME ECONOMICS II—A. Fall Term. One-third unit.

1. *Dressmaking*—Designing, cutting and making of wool and silk dresses. Practice in selection of clothing; removal of stains; color design and economy of dress.

2. *Food and Cookery*—The classes of foods, their uses, food values and cost, principles of selection, marketing and manufacture of foods, food combinations. Laboratory practice in prepration of foods. Serving of meals.
3. *Home Decoration*—Evolution of house; history of home life. Study of color combinations, effect of color and practical application in the home; furnishing the home from a sanitary and artistic standpoint.

B. Winter Term. One-third unit.
1. *Art Needle Work*—This is an advanced course in hand needle work, including various kinds of embroidery, crochet and tatting applied on garments, one of which must be a fancy undergarment, and household articles. Artistic judgment in choice of color and design cultivated.
2. *Home Cookery and Table Service*—The purpose of this course is to give opportunity for practice in home cookery. It includes the planning, cooking and serving of breakfasts, luncheons, and dinners.
3. *Home Marketing*—A course to acquaint students with the practical marketing of the family food supply; cuts of meat, choice of fruits and vegetables.

C. Spring Term. One-third unit.
1. *Millinery*—This course includes making and covering of hat frames and making of trimmings. Study of materials used, renovating, etc. Practical and artistic principles of millinery applied.
2. *Invalid Cookery*—This course consists of practical demonstrations of the preparation and cooking of food for convalescents.
3. *Home Nursing*—Home care of the sick. Care of the sick room, care of the patient, convalescence. Sick room methods, food for the sick, etc.

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

The course offered in the Union College Conservatory of Music is arranged in departments, open to students from the college and community. Any of these departments may be taken as desired, but those who wish to obtain the Conservatory Diploma, or to receive the Degree of Bachelor of Music must follow the special course leading to graduation, with one of the following major subjects: *Piano, Voice, Violin.*

A. *Piano Department,* including children's work; Academy Music Course; Teachers' Training; Conservatory Course.

B. *Voice Department,* including children's course; Academy Course; Teachers' Training; Conservatory Course; Choral and Glee Club.

C. *Violin Department,* including all stringed instruments and the orchestral work.

D. *Wind Instruments and Band Department.*

E. *Theory, Harmony and Composition Department,* which includes Counterpoint, Analysis and History of Music.

Music may be elected throughout the college course and may be counted toward the degree of Bachelor of Arts for as many as twenty-seven hours.

Credit is based upon the theoretical courses when accompanied by the practical or applied courses in Piano, Voice or Violin.

Students in the Academy who are working towards the B.A. degree in college will be allowed two units towards college entrance. This may be obtained by taking the theoretical studies as arranged for the Preparatory Course in Music and one lesson a week in applied music.

Students in Academy who are working towards the B.Mus. degree in the college will be allowed four units towards college entrance. This is covered by the "Academy Music Course."

GENERAL OUTLINE

For those desiring to become thorough musicians, the Conservatory offers a broad and sound training, leading to the full equipment for professional life.

Stress is laid upon the theoretical studies, for no person can become an intelligent musician without an understanding of the make-up of music so as to be able to analyze, and therefore appropriate to himself the details of the composition. In this way alone can a true interpretation be reached.

The *Theoretical Studies* are: Theory, Harmony, Analysis, Counterpoint, Composition, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students who wish to make Harmony and Composition a special study.

The *Mechanical Studies* are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in playing and singing. These may be given in classes or individually as the needs of the students may demand.

The *Expressional Studies* are so individual as to require special and private teaching in the applied lessons.

The Director will assign the students to their proper classes and teachers, and the courses will be followed strictly so as to have uniformity in the work.

Besides the Prescribed Course of Study, leading to a Diploma or a Degree, students may register for one or more subjects in the different departments, and will be granted *certificates,* providing the theoretical studies are taken with the applied music.

THEORETICAL COURSES

(To accompany the applied music,).

THEORY I—This includes work in musical terminology, tonology, rhythm, notation, the elements of music, ear training with sight singing and dictation in major keys and simple rhythms.

Two periods a week during the first year of Academy or beginners in music. (One-half unit in Academy. Three hours in college.)

THEORY II—More advanced work in rhythm, notation, ear training and sight singing, including the major and all minor and chromatic scales, and the playing of these in one octave.

Two periods a week during the third year in Academy (one-half unit in Academy. Three hours in college).

HARMONY I—Review of all Major and Minor Scales. Intervals and their inversions. Triads in all forms. Keyboard Harmony Analysis of simple forms. Figured Basses. Harmonization of melodies.

Two periods a week during the fourth year of Academy (one-half unit in Academy. Three hours in college).

HARMONY II—Advanced work in Diatonic Harmony with keyboard Harmony. Harmonic analysis. Harmonization of melodies.

Prerequisite: Harmony I.

Two hours a week during Freshman year of college. (Chorus.)

HARMONY III—A thorough study of Chromatic Harmony, and of Harmonic analysis. Further Harmonization.

Prerequisite: Harmony II.

Two hours a week during Sophomore year of college or Conservatory (six hours).

COUNTERPOINT—After completing the course in Harmony, a pupil may take up the study of Bellerman's "Treatise on Counterpoint, Canon and Fugue." Upon this method the great composers based their ability and technic in composition.

Two hours a week for the Fall and Winter Term, during the Junior year of Conservatory or college. (Four hours.)

COMPOSITION I—This course introduces the student to the simpler forms of composition, and may be begun after the course in Harmony is complete, or after Harmony II.

Two hours a week for the Spring Term during the Junior year of Conservatory or college. (Two hours.)

COMPOSITION II—This follows Composition I, and is arranged to cover all the simpler forms in composition, both for Piano, Voice or Orchestral music.

Three hours a week for the Senior year of Conservatory or college. (Nine hours.)

HISTORY OF MUSIC I—A simple course in history to show the development of the art of music and the lives of the composers.

Two hours a week during the second year of Academy (one-half unit in Academy. Three hours in college).

History of Music II—Aside from text-books, lectures are given by the teacher and research work and collateral reading is required. Topics will be assigned.

One hour a week in Freshman of Conservatory or college. (Three hours.)

Appreciation of Music—A course designed to cultivate the power of listening intelligently to music, with understanding, feeling and taste. Illustrations are given by the use of one of the mechanical machines, as well as performance by individuals.

This course is open to any students desiring an understanding and appreciation of music. No previous musical training is necessary. If used for credit, examinations must be taken.

One hour a week during the year. (Three hours in college, one-half unit in Academy.)

THE CONSERVATORY COURSE

Outline of the course leading to the Degree B. Mus.

Entrance requirements—satisfactory completion of the preparatory grades of the music courses.

Preparatory work completed sufficient for graduation from the Academy Music Course as outline later.

Freshman—Applied Music (Major) 6. Harmony II. History of Music II. Sight-singing Class. Choral Club or Orchestra. Bible and Freshman English. Five hours. Elective. Three hours. Applied Music (Minor). Recitals.

Sophomore—Applied Music (Major) 6. Form and Harmonic Analysis. Harmony III. Ear Training. Choral Club or Orchestra. Pedagogy I. Bible and English Literature, 5 hours. Elective 3 hours. Applied Music (Minor). Recitals.

Junior—Applied Music (Major) 7. Counterpoint and Composition I. Choral Club or Orchestra. General Psychology. Recital.

Senior—Applied Music (Major) 8. Composition II. Pedagogy II. Applied music (Minor). Electives. Senior Recital.

Electives—Five hours of general psychology; 2 hours of musical Psychology; 15 hours of French; 15 hours of German; 9 hours of Italian.

For the 180 Trimester hours, 90 must be taken in the College of Liberal Arts and 90 in the Conservatory of Music, in order to receive the degree of Bachelor of Music.

Major Studies: in Applied Music: Piano, Voice, Violin.

Two private lessons per week are required.

Minor Studies may be chosen from Piano, Voice, Cello, Cornet, Clarinet, Trombone or Saxophone.

OUTLINE OF COURSES FOR THE THREE MAJORS IN APPLIED MUSIC.

Merely an *attempt* is made to outline, for the sake of classification, the most important sets of studies and pieces. It is not exhaustive, nor does it require that each student must study all the works given in these outlines.

ACADEMY OR PREPARATORY MUSIC COURSE

There are no entrance requirements for this course. Students may be received as beginners, or at any stage, and will be classified according to advancement. The theoretical studies will be taken as the basis of the tests.

A unit may be made each year of the Academy Course, provided that the full course shall be completed when the work of the Senior Academy year is finished. One year's work in Special Voice Culture or in Violin may be substituted for one year's work in Piano, in completing the Academy Music Conservatory Course, when Piano is the Major Subject.

First Year Preparatory

FALL TERM.		WINTER TERM.		SPRING TERM	
English I	5	English I	5	English I	5
Mathematics I	5	Mathematics I	5	Mathematics I	5
Latin or Science	5	Latin or Science	5	Latin or Science	5
Music I	5	Music I	5	Music I	5
Bible	2	Bible	2	Bible	2

Second Year

English II	5	English II	5	English II	5
Mathematics II	5	Mathematics II	5	Mathematics II	5
Latin or History	5	Latin or History	5	Latin or History	5
Music II	5	Music II	5	Music II	5
Bible II	2	Bible II	2	Bible II	2

Third Year

English III	5	English III	5	English III	5
Music III	5	Music III	5	Music III	5
Bible	2	Bible	2	Bible	2
Electives	10	Electives	10	Electives	10

Fourth Year

English IV 5	English IV 5	English IV 5
Music IV 5	Music IV 5	Music IV 5
Bible 2	Bible 2	Bible 2
Electives 10	Electives 10	Electives 10

Two subjects to be chosen from Latin, French, Science I, Domestic Science or Art, History, Mathematics I and Economics.

NOTE—In every case Latin I and II, one unit of History, and one of Home Economics (for girls) will be required for graduation.

If the student expects to enter college, Mathematics III should be taken, and preparably one or two more units of Latin or French.

A. PIANOFORTE

The Piano is the most universally used of all musical instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The acquirement of a correct technique and of the principles of tone production are essential in the preparation of a piano player, and unless these correct principles are acquired, the student soon reaches a stage where he finds further progress almost imposible. But if the fundamental work in technique is thoroughly done, ground can be covered by even young students with far more exactitude and finish than otherwise could be expected.

Grades I-IV—Preparatory Course

MUSIC I—Fundamental principles for developing hand, arm and finger position, touch and tone, by a system of technique exercises appropriate for each student. Notation and rhythm. Easy studies, solos and duets. Sight Reading. Theory I. Technique Class I.

MUSIC II—Continued and extended work in technique, scales and arpeggios, Dunernoy of 120. Gurlitt, Clementi, Czerny. Sonatinas and pieces in different styles and forms. History of Music I. Technique Class II.

MUSIC III—Technical work increasing in difficulty, scales in major, minor and chromatics forms. Arpeggios of the triads through four octaves, and in different combinations, Czerny, Heller, Gurlitt, Mendelssohn. Sonatives and pieces in different styles

and forms. Duets and duos. Theory II. Ear Training. Technique Class III.

Music IV—Technical work continued, scales, major, minor and chromatic in the octave, third, sixth and tenth positions, in parallel and contrary motions. Arpeggios of triads in all positions and inversions, Czerny, of 299, I and II. Bach, short preludes and Fugues. Easy sonatas by Haydn, Mozart and Beethoven. Pieces. Harmony I. Technique Class IV.

Practice (Piano)—
For first year: 6 hours a week.
For second year: 9 hours a week.
For third year: 9 hours a week.
For fourth year: 12 hours a week.

Grades V-VIII—Advanced or Conservatory Course

Grade V—Technique V. All kinds of scales. Sight reading, studies from Czerny's Velocity, of 299 (III and IV), Gurlitt, of 53 Heller, of 45 Bach. Two part inventions and French Suites. Reinhold, Zwolf Arabesquen. Handel; selected pieces, sonatas by Haydn, Mozart, Clementi, Beethoven, Mendelssohn, Chopin, Schumaun, Scarlattieti. Harmony II. History of Music II.

Grade VI—Technique VI. Scales continued. Pedagogy I. Sight reading. Dominant and diminished seventh chords in five-voiced chord, and broken chord arrangements; scales in Double Thirds. *Bach,* three-part inventions and English Suites. Studies selected from Czerny, op. 740, op. 337 and op. 335. Neupert, Octave studies; Cramer; Clementis Gradus and Parnassum; Heller, op. 16.

Sonatas and pieces by Chopin, Schubert, Schumann, Mendelssohn, Field, Grieg, Beethoven, Mozart, Machdowel, etc. Concertos and concerted pieces by Mozart, Ramlan and Mendelssohn. Harmony III. Form and Harmonic Analysis.

Grade VII—Technique VII. Pedagogy II. Sight Singing. Scales in Double Thriads and Double Sixths. Studies from Neupert (Style and Expression); Jensen, op. 30. *Bach;* Partitas, Italian Concerts. Well-tempered Clavischord. Moscheles, op. 70. Handel, Suites. Henselt Studies, op. 245, *Chopin;* Preludes and easier Etudes, op. 10 and 25. Peices by Chopin, Schuman, Liszt, Weber, Beethoven, Grigg, Schubert, Mendelssohn, Brahus, Rubinstein, Moszkowski, etc. Concerts, Mendelssohn, Beethoven, Hummd, easier Concerts. Counterpoint. Composition I.

Grade VIII—Advanced Technique VIII. Transposition from Tansiz Daily; Kullak, Octaves; Chopin: Eutdes; Bach, well-tempered Clavichord. Moscheles, op. 95. Bach's Chromatique

Fantasie and Fugue. Rubinstein's Etudes, op. 23. Schuman, op. 3 and 10. Schuman, op. 13. Symphonic Studies. Mendelssohn, Preludes and Fugues, Saint Soena, Etudes. Sonatas by Beethoven, Chopin, Schuman, Grieg, Brahus, etc. Concertos and pieces by Chopin, Schuman, Weber, Beethoven, Brahus, Henselt, Ischai, Kowsky, etc. Composition II. Pedagogy III. Psychology as related to music.

On the conclusion of the above course, and the rendering of a Senior Recital, with the completion of the required studies in the college of Liberal Arts, the student is eligible for the *Degree of Bachelor of Music.*

A Diploma of music, without the Degree, may be granted to a student completing all the work in the Music Course, as outlined above, provided he has completed the Academy Course.

Students are eligible to begin this *Diploma Course* after completing the work of the second year in the Academy.

PIANO PRACTICE (Conservatory)—

Freshman: 18 hours a week.
Sophomore: 24 hours a week.
Junior: 24 hours a week.
Senior: 24 hours a week.

A course in Kindergarten Music is offered for very little children. This is given in classes, which meet three times a week.

An Introductory Course is offered for students in the Sub-Academy. This may be taken in classes of two or four students, or in private lessons.

The Course in Pedagogy I, II and III, in the Sophomore, Junior and Senior classes of the Conservatory prepares the student to become a thoroughly trained teacher of Piano. These students attend classes taught by an experienced teacher, and teach in the presence of a critic teacher. Note books are to be kept by those in these classes, which must be presented for inspection. Written tests and examinations are held through the course.

B. VOICE

There is no instrument so full of possibilities and capabilities as the human voice, nor one that makes such a

strong appeal to the heart of an audience as the voice which is well trained and under good control.

Great care has to be taken in the treatment of each voice; for while there is a general foundational course for development, no two voices are just alike in their requirements, and the work must be prescribed to suit the individual case.

On this account it is more difficult to outline a *set* course for the voice than for instrumental music.

Watchfulness must be exercised in protecting the young vocalist from over-strain, and from contracting that most pernicious habit of "tremulo," the abomination of the true vocalist, which is nothing but a cultivation of *palsy* of the vocal chords, and once acquired can hardly ever be eradicated.

Grades I-IV—Preparatory (Academy)

GRADE I—Breathing exercises; tone placing; study of the vocal organs; preparatory voice exercises; simple vocalises, by Shakespeare and Concone; sight singing; rhythm exercises; vowel and consonant production. Simple songs and ballads. Theory I, two lessons a week. Practice one hour a day.

GRADE II—Correct breathing and breath control; tone placing; voice production exercises and vocalises; sight singing; sight reading at the piano, for those who are not studying piano. Continued exercises in vowel and consonant production. The difference between Legato and Staccto singing. Ear training. History of Music I. Simple songs and ballads in English. Two lessons a week. Practice one hour a day.

GRADE III—Voice development exercises increasing in speed; slow major scales vocalises; slow agility exercises; sight singing; sight reading at the piano for simple accompaniments. Exercises for vowel and consonant production. Legato and Staccato singing; ear training; songs, sacred and secular, in English. English diction. Theory II. Two lessons a week. Practice one hour a day.

GRADE IV—Exercises in voice development continued. Arpeggio and interval singing; exercises in agility; the major and minor scale; Staccato and Legato singing; English diction; sight singing; sight reading at the piano for accompaniments; ear training; sacred and secular songs in English. Harmony I. Two lessons a week. Six hours a week of practice.

Grades V-VIII—Advanced or Conservatory Course

GRADE V.—Voice development and breath control; exercises to increase power and ability; major and minor scale practice; Arpeggio and octave exercises; English diction; sight singing; ear training; songs and ballads in English and Italian; part singing; choral work. Harmony II. Two lessons a week. Nine hours a week practice.

GRADE VI.—Continued development of power and agility. The head register exercises, in simple forms, slow frills. Arpeggio and octave exercises, English and French diction, sight singing, ear training, part singing, choral work, chromatic and staccato. Scales (Major and minor), Vaccai (Italian singing). Vocalises by Shakespeare, and general selected exercises, songs, etc., English, French and Italian. Sacred solos and Oratorio, selections of simpler form. Technique sight singing to small classes.

HARMONY III—Form and Harmonic Analysis, two lessons a week. Nine hours a week practice.

GRADE VII—Expressional exercises in development of power and agility.

Head register exercises, scale practice of all kinds. The arpeggio and octave in varieties of forms. The trill, increasing in agility, development of Bravura singing "Messa in Voice" Vocalises, by Shakespeare, Italian singing (Vaccai). Lampertis studies in Bravura Singing, Book I.

Teaching sight singing to classes. Playing accompaniments for other singers and for solo instruments. Counterpoint.

COMPOSITION I—Singing in French, Italian, English and German. English diction, with readings. Choral work and part singing. French and Italian diction. Embellishment, Psychology, Oratorio selections and the sacred solos. The song cycle Junior Recital. Two lessons a week. Nine hours a week practice.

GRADE VIII—Advanced voice technique. Ornaments and embellishments of all kinds. Accompaniment playing. Psychology as related to music. Lampertis studies in Bravura, Books 2 and 3. Rhiginis Vocalises (edited by Shakespeare) and sung with variations of consonants and vowels. Part singing. Inartette, choir and choral work. French, Italian, German and English diction. Singing German Fieder, song cycles, sacred solos, operatic and oratorio arias.

Two lessons a week. Twelve hours a week practice. *Senior Recital.* Composition II.

C. VIOLIN

This department is designed to furnish instruction in all branches of violin playing from beginners to advanced pupls. It covers the work required by accredited music schools, and, when satisfactorily completed, fits the pupil for solo or orchestral playing.

The time required to complete any grade of this work depends wholly on the application and ability of the pupil.

It is the policy of this department to lay a secure ground work for the students and upon this to build their future progress.

The studies arranged from the best methods and the compositions selected from the work of masters are those that experience has found to be best adapted to secure thoroughness, proficiency, and genuine musical culture.

Students who have attained the necessary proficiency will be given the opportunity to enter the college orchestra and take part in recitals and concerts, as their ability may warrant.

All students working for diploma or degree must take the course in Theoretical Studies as outlined in this catalogue.

Preparatory Course—Grades I-IV

GRADE I—Rudiments of Music. Finger and bow exercises in F. Mazas Violin. School and scales and intervals from some school. Hohman, Book I. Hoffman, Book II. Wohlfahrt, op. 74, Book I.

GRADE II—Rudiments of music. Finger and bowing exercises. Maza's Violin School. Hoffman, Book II. Wohlfahrt, op. 45, Book I. Herman op., Book I. Hoffman, op. 25, Book III. Solos selected by instructor. Strict attention to fingers and wrist.

GRADE III—Maza's Violin School. Sit. op. 32, Book I. Hermann, op. 30, Book I. Duets by Pleyel Bebouer. Solos selected by instructor. Special attention to technique and time.

GRADE IV—Maza's Violin School position studies. A. Blumentengle Scales and exercises of velocity. Wohlfahrt, op. 74, Book II. Solos selected by instructor. Dancla and Maza duets, sight playing and ensemble work. Development of intonation and bowing.

Conservatory Course—Grades V-VIII.

Students completing the preparatory course or passing the entrance examination will be admitted to the Conservatory Course.

GRADE V—Sitt, op. 32, Books II and III. Danclas, op. 74. Hermann, op. 20, Book II. Major and minor scales, both forms and arpeggios; chromatic scales, development of tone quality and expression; compositions selected by instructor; sight playing and orchestral work.

GRADE VI—Dont, op. 37; Kreutzer, 42 Caprices; Maza's Brelliant Studies; Maza Miner Melodie Scales and Arpeggios with their inversions to extent of three octaves, G. A. B. C. Chromatic Scales in three octaves, G. A. B. C. Major scales in thirds, sixths, eights, in two octaves, dominant and diminished sevenths, to the extent of two octaves; skillful bowing and graduation of tone. Compositions selected by instructor. Orchestral playing. Junior Recital.

GRADE VIII—Studies in the higher positions. Florillo, David, Florillo, Gavinies, Scales and Arpeggios. All major and minor harmonic and melodic scales and arpeggios with their inversions to extent of three octaves. Major scales to extent of two octaves in thirds, sixths and octaves. Dominant and diminished sevenths to extent of three octaves. Compositions of masters selected by instructor. Orchestral playing. Senior Recital.

D. REED AND BRASS INSTRUMENTS.

CLARINET—Foundation to Clarinet Playing, C. E. Deinecke. Klose's Method.

SAXOPHONE—Foundation to Saxophone Playing, Ben Vereecken.

CORNET—Foundation to Cornet Playing, E. F. Goldman, Goldman Embocechere Drill. Arban's Method.

TROMBONE—Foundation to Trombone Playing, Clark Trombone. Technical Studies for Slide Trombne, by Chas. E. Stacy. Methods, Books I-II.

BARITONE—Foundation to Baritone Playing, A. Archimede.

MUSICAL ORGANIZATIONS

The Choral Club for the singing of choral works of all kinds, from the simple anthem or chorus to the larger cantatas and oratorios.

The Treble Clef Club of women's voices, doing most attractive work, all voices taking special voice work.

The Apollo Glee Club, a similar organization for boys and men.

The Union Glee Club, a combination of Treble Clef and Apollo Glee Club.

Music Appreciation Society, which will make us all more fully acquainted with all kinds of music from the early days up to the present time.

Orchestra.—Union College Orchestra is the most used musical organization of the college. It is a very fine one and plays on nearly all public occasions for indoor exercises. It gives concerts in neighboring towns and has created quite a reputation.

Band.—What the Orchestra is for indoor exercises, the Band is for outdoor exercises. These two organizations gives every student an opportunity for a very wholesome and delightful exercise of his musical talents. Bring your instrument along.

FREE ADVANTAGES

The following branches. which are usually charged for in a separate fee, are included in the one fee paid for music, for those who are taking one or more principal subjects in music—Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Reading, History of Music, Harmony, Counterpoint, Analysis, Band, Choral and Glee Clubs, College Recitals.

REGULATIONS

All students of the Conservatory of Music stand under the discipline of the college.

No deduction can be made for lessons missed, except in cases of protracted illness.

Tardiness at lessons curtails the lesson period.

Visitors are not allowed in practice rooms.

Students who are negligent in their work may be dropped from the Conservatory list at any time.

Lessons lost by leaving school a few days before the close of any period will not be made up.

Public appearances should not be undertaken by the students without consent of the teacher or the director.

TUITION FEES

Under the title "'Free Advantages" are numbers of subjects which, in nearly all schools and colleges, are charged for in *separate* fees. In those mentioned here all the courses necessary for the development of real musicians are included in the one charge, and every one who expects to make any credit in music is required to take these theoretical subjects.

	Fall Term	*Winter Term*	*Spring Term*
Preparatory Department—	(13 weeks)	(12 weeks)	(11 weeks)
Full-time work	$21.50	$20.00	$18.50
Half-time work	12.50	11.50	10.00
Conservatory Freshman—			
Full-time work	25.00	23.50	21.50
Half-time work	14.00	12.50	11.00
Sophomore—			
Full-time work	27.50	25.00	22.50
Half-time work	15.00	13.50	12.50
Junior—			
Full time	29.00	27.00	24.00
Half time	16.00	15.00	14.00
Senior—			
Full time	29.00	27.00	24.00
Half time	16.50	15.00	14.00
Kindergarten class work, each pupil	8.00	6.50	5.00
Introductory class work, each pupil	10.00	8.50	7.00
Use of Piano, for Practice—			
One hour a day	3.25	3.00	2.75

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.
Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.
Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.
Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.
Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.
Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.
Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying $65.00 for board upon entering in September one can pay $32.50 and then November 1, $32.50; January 1, $30.00; February 7, $30.00; March 19, $27.50; and April 25, $27.50.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-18 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$18.00	$16.00	$16.00
Academy	14.00	13.00	13.00
Normal	14.00	13.00	13.00
Sub-Academic	10.00	10.00	10.00
Expression—two lessons a week.	16.00	15.00	15.00
Typewriting	8.00	7.00	7.00

For tuition in music, see Conservatory of Music.

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.25	3.00	2.75
Domestic Science, Cooking	.50	.50	.50
Domestic Science, Serving	.50	.50	.50

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$65.00	$60.00	$55.00

NOTE—These prices for board and room are subject to change if food prices should raise appreciably above prices of last year.

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition	$5.00
Same, in Girls' Hall	2.00
Special Examination	1.00
College, Academic, Music, Art or Expression Diplomas	5.00
Gymnasium and Student Activity fee (paid by all students), per term	3.00
Certificates in Music Courses	1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	Fall Term	Winter Term	Spring Term	Year
College	$86.00	$79.00	$74.00	$239.00
Academy or Normal	82.00	76.00	71.00	229.00
Sub-Academy	78.00	73.00	68.00	219.00

NOTE—Special consideration in tuition is given all ministerial and missionary students and children of ministers. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley (deceased).....A.B.
May E. Lock (deceased).....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson (deceased).....A.B.

1905

Joseph A. Bretz.....A.B.

1906

Lawrence G. Wesley.....A.B.
Cora Grindstaff .....A.B.
Laura Grindstaff .....A.B.

1907

Ernest Faulkner .....A.B.
Lena Wilson .....A.B.

1908

Edward P. Hall.....A.B.

1919

Samuel P. Franklin.....A.B.

1920

Aubrey H. Gwyn .....A.B.
Nelle Jones .....A.B.
Dowis Sampson .....A.B.
Anna Sloan .....A.B.

Junior Collegiate Department

Charles Leroy Howes.....1913

Academic Department

Thomas A. Wood.....1908
Mary Ballinger (deceased).....1908
Howard Trent 1908
J. Spencer Singleton.....1908

Thomas Bradley Ashley.....1909
Charles G. Black.....1909
J. Loyd Decell.....1909
Robert W. Howes.....1909
Laura Green Easley.....1909
Nancy Kincheloe 1909
Sudie Pauline Newman.....1909
Hattie Jean Stansberry.....1909
Amelia Ballinger 1910

Amelia Ballinger 1910
Grace Bellaire Berry.....1910
Verdie Colson 1910
Idella Kincheloe 1910
B. C. Lewis.....1910
William Clark Mace.....1910
Edgar B. Wesley.....1910
Oscar Wesley 1910
Mary Rice Wilson.....1910

Ellen Bryan Clark.....1911
Ida Mae Cole.....1911
Anna Mae Creech.....1911
Guy Leslie Dickinson.....1911
Norma Bruce Elliott.....1911
Nancy Lee Faulkner.....1911
Anna Royston Griggs.....1911
Charles Leroy Howes.....1911
Lallah Rookh Johnson.....1911
Harrison W. Large.....1911
Mary Dora Laughlin.....1911

Lucy Ballinger 1912
Pearl Allyn Bastin.....1912
Hallie Ester Cheap.....1912
Myrtle Cole 1912
Lillian Hanna Mae Harrop.....1912
Walter Monroe Jarvis.....1912
Bertha Lockhart Norris.....1912
Kathleen Brennan Sullivan.....1912
Naomi Oldham Tuttle.....1912

Annie Dee Albright.....1913
Anna Cronley Ballinger.....1913
John List Carrol (deceased).....1913
Ollie Elnora Cole.....1913
Maude Cole (deceased).....1913
Ruth Decker 1913
Robert Faulkner 1913
Louise Jesson 1913
Mabel Jacobs Matthews.....1913
Earl Mayhew 1913
Veana Gilraith Noe.....1913
Thelma Edythe Stratton.....1913
Edward William Scent.....1913
Richard Brittain Tuggle.....1913
Anna Melvin Walton.....1913
John Henderson Young.....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916
Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918

Mabel Alloway....1919
Horace Barker....1919
Marjorie Brown....1919
Roberta Cole....1919
Collie Franklin....1919
Grace Kennedy....1919
Thelma Morehead....1919
Daisy Robsion....1919
John Robsion....1919

Everett Bailey....1920
Sallie Bain....1920
Robert Beddow....1920
R. E. Burnett....1920
Vern Dunbar....1920
Xenia Gilbert....1920
Flora Howard....1920
D. M. Humfleet....1920

Raymond Overley 1920
Dean Owens 1920
Daugh Smith 1920
Jettie Stratton 1920
Allen Tuggle 1920
Drucilla Tye 1920
Hardin Young 1920

Music Department

Joan Easley 1908
Emma Weaver 1909
Ida Mae Cole.....1911
Norma Bruce Elliott.....1911
Ollie Elnora Cole.....1913
S. P. Franklin.....1917

Register of Students

College

Amis, William ..... Knox County
Archibald, Darrell ..... Illinois
Barker, Horace ..... Estill County
Brown, Marjorie ..... Bell County
Carr Celia ..... Montana
Detherage, Maude ..... Knox County
Detherage, Nimrod ..... Knox County
Fish, Reeda ..... Pulaski County
Franklin, Collie ..... Anderson County
Jackson, Lillian ..... Indiana
Golden, Reese ..... Knox County
Gwyn, A. H. ..... Jessamine County
Jasper, Elfrida ..... Pulaski County
Jones, Nelle ..... Knox County
Marsee, Chelsia ..... Knox County
Miller, Harold ..... Knox County
Morehead, Thelma ..... Knox County
McClellan, J. B. ..... Vermont
Parker, Harold ..... Knox County
Reed, E. H. ..... Boone County
Riley, Myrtle ..... Knox County
Sampson, Dowis ..... Knox County
Saunders, Gaylord ..... Indiana
Saunders, Neoma ..... Indiana
Sloan, Thelma ..... Pulaski County
Sloan, Anna ..... Pulaski County
Smith, Boone ..... Knox County
Smith, Idamae ..... Bell County

Academy

Adams, Marion ..... Jessamine County
Bailey, Everett ..... Madison County
Bain, Sallie ..... Knox County
Bain, Ruby ..... Knox County
Barton, Cleo ..... Knox County
Beddow, Robert ..... Knox County
Blair, James ..... Knox County
Blair, Vernon ..... Knox County
Blair, Robert ..... Whitley County
Burke, Edgar ..... Madison County
Burroughs, Flora ..... Grant County

Burroughs, Mildred ..... Grant County
Burroughs, Otis ..... Grant County
Butler, W. G. ..... Grant County
Carr, Ellen ..... Montana
Casey, Hazel ..... Harlan County
Cox, Bryant ..... Marion County
Cramer, Llewelyn ..... Wisconsin
Creech, Victoria ..... Harlan County
Davis, Emily ..... Knox County
Dishman, W. E. ..... Knox County
Dunbar, Vern ..... Harlan County
Edmonson, Warren ..... Pennsylvania
Edwards, Francis ..... Marion County
Evans, Flora ..... Bell County
Evans, Rosco ..... Bell County
Farmer, Wilson ..... Knox County
Faulkner, Josh ..... Knox County
Fisk, Clarence ..... Indiana
Franklin, Chesley ..... Anderson County
Gilbert, Xenia ..... Bell County
Gilbert Ruby ..... Bell County
Goddard, Martin ..... Oklahoma
Gray, Merle ..... New York
Gray, John ..... New York
Hammons, Jeff ..... Knox County
Hammons, John ..... Knox County
Helton, Fannie ..... Knox County
Howard, Jakie ..... Bell County
Howard, Etta ..... Bell County
Howard, Flora ..... Knox County
Humfleet, Violet ..... Knox County
Humfleet, Albert ..... Knox County
Keith, Jane ..... Clay County
Kelly, Mattie ..... Clay County
Lee, Robert ..... Knox County
Lee, Anna ..... Illinois
Lester, Mary ..... Knox County
Lunsford, Bertha ..... Knox County
Lunsford, Fannie ..... Knox County
Mahan, Marshal ..... Bell County
Marcum, William ..... Owsley County
Martin, Willie ..... Knox County
Mays, Goble ..... Knox County
Mays, Jesse ..... Knox County
Melton, Corbin ..... Knox County
Miller, Flonnie ..... Pulaski County
Morehead, Charlie ..... Knox County
Morgan, Claudia ..... Daviess County

Morris, Love ..... Knox County
McCoy, Cassie ..... Bell County
McWilliams, Bronzel ..... Knox County
Owens, Ruth ..... Knox County
Owens, Dean ..... Lewis County
Overley, Raymond ..... Campbell County
Parsons, Pearl ..... Bell County
Partin, Hugh ..... Knox County
Payne, Ancil ..... Marion County
Riley, John ..... Knox County
Ruggles, J. F. ..... Knox County
Ruggles, Anna ..... Knox County
Ryder, George ..... Oklahoma
Sampson, Anna Maude ..... Knox County
Sawyer, Rebecca ..... Knox County
Slusher, E. L. ..... Knox Coutny
Smith, Anna Mae ..... Knox County
Smith, Lillie ..... Clay County
Smith, Daugh ..... Clay County
Stansbury, David ..... Harlan County
Stark, Robert ..... Harlan County
Stratton, Jettie ..... Pike County
Tuggle, Allen ..... Knox County
Tuggle, Kenneth ..... Knox County
Turner, Flossie ..... Knox County
Tye, Drucilla ..... Knox County
Vincent, Lela ..... Laurel County
Wagers, Daisy ..... Clay County
Wells, Granville ..... Knox County
Wilder, J. Arthur ..... Whitley County
Williams, Bronzel ..... Knox County
Young, Hardin ..... Lincoln County

Normal

Bargo, Chester A. ..... Knox County
Blair, Georgia ..... Harlan County
Carty, Speed ..... Knox County
Carnes, Mollie ..... Knox County
Carnes, Irene ..... Knox County
Collett, Odell C. ..... Bell County
Combs, Dora ..... Clay County
Combs, Theodore ..... Clay County
Cox, Mattie ..... Clay County
Creech, Doc ..... Knox County
Criscillis, Minnie ..... Harlan County
Elliott, Maude ..... Knox County
Frazier, Cora ..... Knox County
Frederick, Sallie ..... Knox County

Gregory, James .....Knox County
Grubb, Allie .....Clay County
Grubb, Jeff .....Clay County
Hampton, Rhoda .....Knox County
Hayre, Neva .....Clay County
Hensley, Dalia .....Clay County
Hoskins, Clara .....Bell County
Hoskins, Beatric .....Bell County
Howard, Dora .....Bell County
Howard, Mamie Cleo .....Clay County
Humfleet, Mrs. Bessie .....Knox County
Jackson, Nasby .....Knox County
Jackson, Robert .....Knox County
Jardon, Thomas .....Clay County
Kellums, Nella .....Bell County
Knuckles, James F. .....Bell County
Mayo, Mary .....Knox County
Mills, Otie .....Knox County
Mills, B. B. .....Knox County
Mills, Mabel .....Clay County
Mills, Florence .....Clay County
Mills, Carrie .....Laurel County
Miracle, Malinda .....Harlan County
Mitchell, Herbert .....Garrard County
McNeil, John .....Knox County
McNeil, Raymond .....Knox County
Riley, Lucy .....Knox County
Sampson, Mrs. Fannie .....Knox County
Shelton, Shively .....Knox County
Slusher, Georgia .....Bell County
Slusher, Robert .....Bell County
Smith, Ora .....Knox County
Smith, Chriss .....Clay County
Smith, Hester .....Clay County
Smith, Nannie .....Clay County
Steele, Beatric .....Knox County
Steele, Dexter .....Knox County
Taylor, Lucy .....Knox County
Tedders, Angeline .....Knox County
Thompson, H. S. .....Bell County
Valentine, Ethel .....Knox County
Valentine, Caleb .....Knox County
Vaughn, Nannie .....Knox County
Wagers, Lawrence .....Clay County
Walker, Martha .....Knox County
Walker, Lois .....Knox County
White, Cecil .....Knox County
Williams, Robinson .....Knox County

Sub-Academy

Asher, Dewey ..... Clay County
Asher, Ethel ..... Clay County
Blair, Lydia ..... Knox County
Broyles ..... Pulaski County
Burnett, Maggie J. ..... Knox County
Burnett, Maggie ..... Clay County
Burnside, Emaline ..... Knox County
Carnes, Irene ..... Knox County
Carty, Beatrice ..... Knox County
Clotfelter, Ernest ..... Knox County
Collett, Creed ..... Bell County
Combs, Theodore ..... Clay County
Corum, George ..... Clay County
Cox, Cassie ..... Taylor County
Ferrell, Fannie ..... Pulaski County
Gilbert, Ida ..... Knox County
Gray, Gladys ..... New York
Gray, Gwendolyn ..... New York
Hale, Homer ..... Bell County
Hammons, James ..... Knox County
Hampton, Rhoda ..... Harlan County
Hampton, Flora ..... Harlan County
Hensley, B. F. ..... Clay County
Hensley, Clyde ..... Clay County
Higgins, Ben ..... Knox County
Hoskins, Beckham ..... Harlan County
Howard, Ellen ..... Bell County
Howard, Sarah ..... Bell County
Howard, Green ..... Bell County
Humfleet, Bernice ..... Knox County
Humfleet, Samuel ..... Knox County
Hughes, Bill ..... Knox County
Hutton, Willie ..... Knox County
Hutton, Everett ..... Knox County
Jackson, Ralma ..... Knox County
Jackson, Lester ..... Knox County
Jackson, Clarence ..... Knox County
Jarvis, Delmer ..... Knox County
Jarvis, Anna ..... Knox County
Jarvis, George ..... Knox County
Jones, Pearl ..... Harlan County
Jones, Lawrence ..... Harlan County
Kellems, Lillie Mae ..... Bell County
Kellems, Nella ..... Bell County
Kelly, Dulcie ..... Harlan County
Knuckles, Edgar ..... Rockcastle County
Lewis, Theo ..... Clay County

Mason, Robert ..... Bell County
Napier, Daisy ..... Bell County
Nuckols, Amanda ..... Knox County
Pope, Naomi ..... Harlan County
Powell, Mint ..... Knox County
Rawlings, Dan ..... Whitley County
Rice, Charles ..... Knox County
Ryder, Geborah ..... Oklahoma
Shelton, Mattie ..... Knox County
Turner, Green ..... Knox County
Wagers, O. C. ..... Clay County
Wallbrecht, William ..... Bell County
Walters, Alice ..... Knox County
Warren, Chalis ..... Knox County
White, Lawrence ..... Knox County
Whitworth, Eddie ..... Hancock County
Young, Roberta ..... Lincoln County

Voice

Adams, Marion ..... Jessamine County
Bailey, Everett ..... Madison County
Bain, Sallie ..... Knox County
Barker, Horace ..... Estill County
Blair, Robert ..... Whitley County
Brothers, Chester ..... Indiana
Broyles, Lena ..... Pulaski County
Carr, Celia ..... Montana
Cox, Bryant ..... Taylor County
Davis, Emily ..... Knox County
Edwards, Francis ..... Marion County
Faulkner, Josh ..... Knox County
Fisk, Clarence ..... Indiana
Franklin, Cheslie ..... Anderson County
Franklin, Collie ..... Anderson County
Franklin, Grace R. ..... Knox County
Gilbert, Ruby ..... Bell County
Gilbert, Xenia ..... Bell County
Gray, Gladys ..... New York
Howard, Flora ..... Knox County
Humfleet, Albert ..... Knox County
Humfleet, Bernice ..... Knox County
Humfleet, D. M. ..... Knox County
Humfleet, Violet ..... Knox County
Jasper, Elfrida ..... Pulaski County
Keith, Jane ..... Clay County
Lawson, Lillie ..... Knox County
Lunsford, Bertha ..... Knox County
Lunsford, Fannie ..... Knox County

Morehead, Thelma ..... Knox County
Morris, Love ..... Knox County
Overley, Raymond ..... Campbell County
Parsons, Pearl ..... Bell County
Partin, Hugh ..... Knox County
Payne, Ancil ..... Marion County
Reed, Mrs. E. H. ..... Kenton County
Ruggles, J. F. ..... Knox County
Ryder, Deborah ..... Oklahoma
Sampson, Dowis ..... Knox County
Smith, Hester ..... Clay County
Stark, Robert ..... Harlan County
Stratton, Jettie ..... Pike County
Vincent, Lela ..... Laurel County
Whitworth, Eddie ..... Hancock County
Wilson, Marie ..... Knox County

Piano

Bailey, Everett ..... Madison County
Bain, Sallie ..... Knox County
Bain, Ruby ..... Knox County
Black, Fonzine ..... Knox County
Blair, Vernon ..... Knox County
Boston, Marion ..... Knox County
Bowman, Ruth ..... Knox County
Bright, Lela ..... Knox County
Burnett, Maggie ..... Knox County
Burnett, Wilma ..... Knox County
Burnside, Emaline ..... Knox County
Burroughs, Mildred ..... Grant County
Carr, Celia ..... Montana
Carr, Ellen ..... Montana
Cox, Cassie ..... Taylor Co unty
Creech, Victoria ..... Harlan County
Criscillis, Minnie ..... Harlan County
Drake, Charlie ..... Knox County
Edwards, Francis ..... Marion County
Franklin, Gail ..... Knox County
Franklin, Ralston ..... Knox County
Franklin, Cheslie ..... Anderson County
Gilbert, Ruby ..... Bell County
Gilbert, Xenia ..... Bell County
Goddard, Martin ..... Oklahoma
Gray, Gladys ..... New York
Gray, Gwendolyn ..... New York
Hauser, Edna ..... Knox County
Hauser, Emil ..... Knox County
Hornsby, Isabella ..... Tennessee

Howard, Etta ..... Bell County
Howard, Ellen ..... Bell County
Humfleet, Violet ..... Knox county
Humfleet, Bernice ..... Knox County
Jasper, Elfrida ..... Pulaski County
Keith, Jane ..... Clay County
Lee, Robert ..... Knox County
Lunsford, Fannie ..... Knox County
Lunsford, Bertha ..... Knox County
Melton, Mae ..... Knox County
Miller, Mary ..... Knox County
Morgan, Claudia ..... Daviess County
McCoy, Cassie ..... Bell County
Overley, Raymond ..... Campbell County
Owen, Ruth ..... Knox County
Ryder, George ..... Oklahoma
Ryder, Deborah ..... Oklahoma
Sampson, Dowis ..... Knox County
Sampson, Annie Maude ..... Knox County
Smith, Effie ..... Knox County
Smith, Anna Mae ..... Knox County
Stark, Robert ..... Harlan County
Turner, Flossie ..... Knox County
Vincent, Lela ..... Laurel County
Wagers, Daisy ..... Clay County

Violin, Reed and Wind Instruments

Adams, Marion ..... Jessamine County
Archibald, Darrell ..... Illinois
Blair, Robert ..... Whitley County
Blair, Vernon ..... Knox County
Carr, Ellen ..... Montana
Casey, Hazel ..... Harlan County
Davis, Emily ..... Knox County
Davis, Ted ..... Knox County
Faulkner, Josh ..... Knox County
Fisk, Clarence ..... Indiana
Franklin, Cheslie ..... Anderson County
Goddard, Martin ..... Oklahoma
Golden, Reese ..... Knox County
Gray, John W. ..... New York
Gray, Merle ..... New York
Gray, Gwendolyn ..... New York
Gregory, James ..... Knox County
Hughes, Lowell ..... Knox County
Hughes, Bill ..... Knox County
Lawson, Jesse ..... Knox County

Mays, Jesse ..... Knox County
Melton, Corbin ..... Knox County
Morris, Emma ..... Knox County
Overley, Raymond ..... Campbell County
Owen, Charles ..... Knox County
Parker, Harold ..... Knox County
Partin, Hugh ..... Knox County
Payne, Ancil ..... Marion County
Rawlings, Dan ..... Whitley County
Richardson, Katherine ..... Knox County
Ruggles, J. F. ..... Knox County
Sampson, Dowis ..... Knox County
Smith, Anna Mae ..... Knox County
Smith, Boone ..... Knox County
Smith, Arthur ..... Knox County
Stark, Robert ..... Harlan County
Taylor, Nannie L. ..... Knox County
Tuggle, Kenneth ..... Knox County
Tuggle, Allen ..... Knox County
Wagers, Daisy ..... Clay County
Wallbrecht, William ..... Bell County
Weeks, Abigail ..... Pennsylvania
Wilder, T. Arthur ..... Whitley County

Expression

Archibald, Darrell ..... Illinois
Bailey, Everett ..... Rockcastle County
Bain, Buby ..... Knox County
Barker, Horace ..... Estill County
Black, Evelyn ..... Knox County
Butler, W. G. ..... Bell County
Carnes, Irene ..... Knox County
Creech, Victoria ..... Harlan County
Detherage, Maude ..... Knox County
Fish, Reeda ..... Pulaski County
Gray, Gladys ..... New York
Gray, Gwendolyn ..... New York
Hawn, Katherine ..... Knox County
Hawn, Ruth ..... Knox County
Humfleet, Bernice ..... Knox County
Keith, Jane ..... Clay County
Lester, Mary ..... Knox County
McCoy, Cassie ..... Bell County
Miller, Ethel ..... Knox County
Miller, Luella ..... Knox County
Smith, Daugh ..... Clay County
Tye, Drucilla ..... Knox County
Turner, Flossie ..... Knox County

Typewriting

Blair, James ..... Knox County
Dunbar, Vern ..... Harlan County
Gilbert, Ida ..... Knox County
Hayre, Neva ..... Clay County
Helton, Fannie ..... Knox County
Higgins, Ben ..... Knox County
Howard, James ..... Clay County
Hughes, Bill ..... Knox County
Hutton, Everett ..... Knox County
Hutton, Willie ..... Knox County
Jackson, Lillian ..... Indiana
Jones, Mrs. S. H. ..... Knox County
Keith, Jane ..... Clay County
Kiningham, Edwin ..... Knox County
Mays, Jesse ..... Knox County
Mason, Robert ..... Knox County
McClellan, J. B. ..... Indiana
Slusher, E. L. ..... Knox County
Tuggle, Allen ..... Knox County

Annual Bulletin

of

Union College

1921-22

Barbourville, Ky.

THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin

of

Union College

1921-22

Barbourville, Ky.

CALENDAR

1921

Tuesday, September 20 ..... Fall Term Opens
Thursday, November 24 ..... Thanksgiving Day
Friday, December 23 ..... Fall Term Closes

1922

Tuesday, January 3 ..... Winter Term Opens
Saturday, March 18 ..... Winter Term Closes
Tuesday, March 21 ..... Spring Term Opens
Wednesday, May 31 ..... Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1921

Rev. F. W. Harrop ..... Somerset, Ky.
Hon. Jas. D. Black ..... Barbourville, Ky.

Class No. 2—Term Expires in 1922

Rev. E. T. Franklin ..... Barbourville, Ky.
Mr. A. M. Decker ..... Barbourville, Ky.

Class No. 3—Term Expires in 1923

Rev. E. P. Hall ..... Covington, Ky.
Mr. A. B. Cornett ..... Harlan, Ky.

Class No. 4—Term Expires in 1924

Rev. E. R. Overly ..... Newport, Ky.
Hon. John Creach ..... Winchester, Ky.

Class No. 5—Term Expires in 1925

Rev. W. W. Shepherd ..... Wilmore, Ky.
Hon. Alvis S. Bennett ..... Louisville, Ky.

Class No. 6—Term Expires in 1926

Rev. J. M. Literal ..... Covington, Ky.
C. B. Nordeman ..... Louisville, Ky.

OFFICERS

Rev. E. R. Overly ..... *President*
Mr. A. M. Decker ..... *Vice President*
Rev. F. W. Harrop ..... *Treasurer*
Mr. Alvis S. Bennett ..... *Secretary*

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Systematic Theology

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

GEORGE MILLER RYDER, A.B., B.D.

DEAN

Greek, Practical Theology, and Bible

Graduate of Jennings Seminary and Aurora Normal School, Aurora, Illinois; A.B., Montana University, Helena, Montana; B.D., Garrett Biblical Institute, Evanston, Illinois; graduate student, Chicago University, Chicago, Illinois; life certificate and State permit to teach in Normal Institutes in State of Kansas; eight years Superintendent of City Schools; some time Professor of Greek in Montana University, Helena, Montana, and the same in Southeastern College, Winfield, Kansas; Dean and Professor of Greek, Practical Theology, and Bible, Union College, 1919-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E.. and M.Pd., Edinboro State Normal School; M.S.. Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

ABIGAIL E. WEEKS, A.B., A.M.
English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

GEORGE C. HEWES, B.S., S.T.B.
Science and Mathematics

University of Illinois, B.S., in School of Chemistry, 1883;

matics, Union College, 1920-

SAMUEL P. FRANKLIN, A.B., A.M.
Psychology and Education

A.B., Union College, 1919; A.M., Northwestern University, 1921; Graduate student and scholar, Northwestern University, 1919-1921; Substitute Instructor, Northwestern University, second semester, 1921; Professor Psychology and Education, Union College, 1921-

LEAH FIELDS, A.B.
Latin and French

University of Wisconsin, A.B., 1917; Graduate work, University of Wisconsin, summer session, 1919; Head of Latin and French, Foster Hall Preparatory School for Girls, Shreveport, La., 1918-19; Professor of Latin and French, Union College, 1919-

MARY F. JONES, A.B.

Expression and Public Speaking

Public and High Schools of Indiana; Five years of the Department of Expression at Taylor University, Upland, Indiana; Graduate of College of Liberal Arts; Two years of Seminary work, Taylor University; Teacher of Expression and Physical Culture, Union College, 1920-

GRACE RALSTON FRANKLIN, B.S.

German and History

B.S., Valparaiso University, 1906; graduate student, Indiana University; Principal of High School; Professor of English and German, Olivet University two years; Professor of English and German, Asbury College four years; Professor of German and History, Union College, 1919-

MABELLE HEGER

Director of Music Conservatory

Graduate of Cincinnati Conservatory of Music, 1916; Special student of William Shakespeare, F. R. A. M. of London, England, 1917-1918; studied under Sergei Klibansky, New York City, 1919-20; Choir Director and Solo Singer; Artist Diploma in Voice and Teacher's Certificate in Piano, Harmony, History of Music, Sight-singing, Counterpoint and Analysis; studied Double Counterpoint under Edgar Stillman Kelly; Director of Music Conservatory, Union College, 1920-

LAURA MAE CARTER

Head of Piano Department

Studied theory, harmony, counterpoint, sight singing, ear training; took special teacher's training course and taught under supervision of Caroline Barbour; studied piano under Alfred Catzin of Berlin; George Copeland (first to introduce Debussy's music in America), and graduated from the Louisville Conservatory of Music under Frederick A. Cowles, June, 1919; Union College, 1919-

CHARLES E. AHLER

Violin, Reed and Brass Instruments

Violin under August Mauer, Berlin; A. J. Strum. Berlin and Leipsic; Al Wolf. Cincinnati; Clarinet and Saxaphone under F. P. Atherton; Band Leader 2nd Kentucky Regiment, K. S. G.; Saxaphone Soloist and Director Concert Orchestra in several cities; Violin. Reed and Brass Instruments, Union College, 1918-

DANIEL M. HUMFLEET

Normal and Academy Science and Mathematics

Graduate, Union College Academy; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

R. EDWADD BURNETT

Model School

Had Normal Training at Union College and Eastern Kentucky State Normal School; Diploma Union College Academy; many years a teacher Public Schools in Kentucky and Georgia; Seventh and Eighth Grades, Union College, 1917-

NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed on the Gymnasium, which is now finished and is one of the best in the whole South.

In connection with the Centenary we received subscriptions for $80,000.00 to be applied on endowment. A big campaign for buildings and endowments will be put on in January, 1922.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see doubled in 1921-22.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are

located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

STEVENSON HALL—This is a brick structure of col-

onial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Superintendent's Cottage—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is probably the best college gymnasium in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

Library—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading

Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

MAPS—There have just been secured complete sets of historical maps covering Ancient, Modern and American History. These together with many other maps and globes makes this equipment quite adequate to the needs of these departments.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance,

sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct

current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

FIRE PROTECTION—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

There is a student government organization in each dormitory which largely has charge of the order in the halls.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school,

and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Thursday evenings, between supper and study hour, we have a peoples' meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the Thursday evening meeting and revival services in the college.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Sheets should be three yards long.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to pa-

trons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions.

The secular and church press give evidence of a general confusion and contention over extremes in dress. Many educational institutions are setting some standards for their own convenience in avoiding administrative difficulties in this regard. Union College ladies, including boarding students, day students, teachers, and all others connected with the school will observe the following regulations in preparing apparel to be worn at the College; 1. Dresses and waists in the neck must not be lower than one and one-half inches below the collar bone in front and correspondingly low in the back, and should be near the neck on the shoulders. 2. Sleeves must be long enough to come at least to the elbow.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted

sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

There are two good literary societies, the Utopian and Adelphian. The entire student body is urged to become a member of one of these societies and every student is expected to attend each week. The societies meet at the close of the school Saturday afternoon from three to four o'clock.

The Faculty encourages the societies every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive

help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

For several years Union has had a winning team in basketball and baseball. The girls' basketball team won five games out of six played in 1920-21 and the boys won eleven out of sixteen. The Academy boys won second place in the state tournament.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED		ELECTIVES	
Algebra	1½	Zoology	½ or 1
Geometry	1	History	1
English	3	German	2
Foreign Language	3	Physiology	½
Science	1	Chemistry	1
History	1	General Science	½ or 1
		Greek	2
ELECTIVES		English Bible	½ to 2
		Bookkeeping	1
Latin	2 to 4	Domestic Science	1 to 2
French	2	Manual Training	1
Spanish	2	Mechanical Drawing	1
Solid Geometry	½	Economics	½
Physics	1	Psychology	½
Physical Geography	½	Music	1 or 2
Botany	½ or 1	Expression	½ or 1

REQUIRED

ENGLISH GRAMMAR AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Hó!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given

on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English 3	English 3	English 3
Mathematics or Science 5	Mathematics or Science 5	Mathematics or Science 5
*Foreign Lang'ge. 5	Foreign Language 5	Foreign Language 5
Bible 2	Bible 2	Bible 2

Sophomore

English 3	English 3	English 3
Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5
History 3	History 3	History 3
Bible 2	Bible 2	Bible 2
Electives ....2 to 4	Electives ....2 to 4	Electives ....2 to 4

Junior

Philosophy 5	Philosophy 5	Philosophy 5
Electives 10	Electives 10	Electives 10

Senior

Electives 15	Electives 15	Electives 15

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

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*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Five hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition.* This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.
Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.
Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*American Literature.* Parallels Course 2.
Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.
Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."
Three hours throughout the year.

ENGLISH 11—*Modern Drama.* This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.
Two hours throughout the year.

ENGLISH 12—*Epics in Translation.* Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."

Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.

Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.

Three hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.

Three hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.

Three hours throughout the year.

ENGLISH 17—*Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.

One hour throughout the year.

ENGLISH 18—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.

Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.
Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.
Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.
One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.
One hour throughout the year.

THEOLOGY 1—This is an introductory course for students who have had but little training in Bible study and practical expe-

rience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.

Three hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics.* A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

LIFE SERVICE 1—*General Course.* This course will offer a general consideration of the beauty, dignity, and value of unselfish service and follow with a brief consideration of the spirit of a true minister, religious teacher, deaconess, social worker, Red Cross nurse, Salvation Army worker, slum worker, and mission-

ary, together with a brief consideration of what such service has accomplished and what it can accomplish. Lectures and extensive reading.

Two hours a week throughout the year.

LIFE SERVICE 2—*Teacher Training.* We offer in this course the books scheduled by the Board of Sunday Schools, and those finishing them receive the usual certificates and diplomas. This last year a large number took the course and we expect a still larger class this coming year.

Two hours a week throughout the year.

LIFE SERVICE 3—*Missions.* It is the purpose of this course to give a brief study of early missions in the Greek and Roman Empires and northern Europe. This will be followed by a more extensive study of Protestant missions throughout the world with emphasis on certain typical missionaries and missionary centers with view to catching the genius and power of Christianity to redeem the world. Consideration will also be given to the relation of the missionary to the home church. Strong points in the life and work of some great missionaries will be dwelt upon.

Two hours a week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Five hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.

Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.

Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.

Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.

Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."

Five hours per week throughout the year.

GREEK 2—*History.* Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.

Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."

Three hours per week throughout the year.

GREEK 3—*Oratory.* "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.

Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).

Three hours per week through fall term.

History—"Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4 A—*Epic Poetry.* Homer's "Iliad," Books I-VI; Grammar and Prose Composition.
Textbooks—"Illiad" (Keep); Prose Composition (Spieker).
Three hours per week through fall term.

B—*Philosophy.* Plato's "Apology" and "Crito"; Xenophon's "Memorabilia"; Grammar and Prose Composition. Selections from the New Testament may be substituted for Xenophon's "Memorabilia."
Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).
Three hours through winter and spring terms.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History.* This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.
Three hours a week throughout the year.

COURSE 2—*Mediæval History.* This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.
Two hours a week throughout the year.

COURSE 3.—*English and Political History.* This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.
Two hours a week throughout the year.

COURSE 4—*English Constitutional History.* This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.
Three hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History.* This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History.* This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865.* This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920.* This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History.* This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History.* This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves

as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.

Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.

Five hours throughout the year.

LATIN 2—Literature. Horace's Odes and Epodes; Terence, selected plays; Juvenal's Satires.

Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.

Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Five hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.
Five hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.
Five hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.
Five hours, Fall Term.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.
Five hours, Winter Term.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.
Five hours, Spring Term.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Three hours, Spring Term.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.

Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive.

The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education.* This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education.* It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology will give a basis for constructive criticism and study. Text-book, reading, and lectures. Prerequisite: General Psychology.

Three hours a week, second half year.

EDUCATION 3—*Educational Psychology.* A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Two hours, first half year.

EDUCATION 4—*Philosophy of Education.* In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Five hours throughout the year.

SCIENCE 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 4—*Analytic Chemistry—Qualitative Analysis.* Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures six hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Three hours throughout the year.

SCIENCE 5—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

SCIENCE 6—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 7—*General Histology.* A course in histological, including the processes of fixing, imbeding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours for the Fall Term.

Prerequisite: At least seven term hours of Biology.

SCIENCE 8—*Biology and Disease.* This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

Two hours a week, Winter Term.

SCIENCE 9—*Botany.* A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours a week, Spring Term.

HOUSEHOLD ARTS

HOME ECONOMICS I—*Foods and Cookery.* The classes of foods, their use, food values, and cost; principles of selection, marketing, and manufacture of foods, food combinations; laboratory practice in preparation of foods. Three two-hour periods a week, first half year.

HOME ECONOMICS II—*Textiles and Clothing.* Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making.

Three two-hour periods a week, second half year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

The Board of Regents for Normal Schools has already approved Union College Normal for the Elementary Certificate and it should soon be approved for the Intermediate Certificate.

COURSES

Two courses, the Elementary Certificate Course and the Intermediate Certificate Course, are offered. The courses in each are of High School grade. The Elementary embraces the equivalent of eight High School units, corresponding to the Freshman and Sophomore years, and the Intermediate the equivalent of eight more such units corresponding to the Junior and Senior years of High School.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL.

Union College has made arrangements with the Barbourville City Schools to use the first six grades for a training school. The seventh and eighth grades are at the College. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in December or January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the two Normal courses in the time that the average student takes for the Academy alone.

THE ELEMENTARY CERTIFICATE COURSE

This course is open, without conditions, to those who have completed the eight grades of the common school course. Those who have not completed the eight grades will be put in the Sub-Academy or special classes until they are prepared for this course. This course leads to the Elementary Normal Certificate, which is good for two years in the public schools of the State. Three terms must be spent in resident study before this certificate may be secured, regardless of the number of credits the student may have when he enters.

The courses are written up by the term and each course counts one-third of a unit and each drill one-sixth of a unit. Certain method-content courses are required, while there is some liberty in selecting others.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Elementary certificate:

Education	1 1-3 units
English	1 2-3 units
American History and Civics	1 unit
Science	2 units
Mathematics	1 1-3 units
Drills	2-3 units

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

THE INTERMEDIATE CERTIFICATE COURSE.

This course is open, without conditions, to those who have completed the Normal Elementary Certificate Course or the first two years in an accredited High School, or their equivalent. This course leads to the Intermediate Normal Certificate, which is good for four years in all the common schools of the State.

Those who enter with two years of accredited High School work will be required to take certain method-content courses

in the Elementary Certificate Course and enough other work to take the place of the regular High School subjects which have already been taken and which may be credited on this course.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Intermediate Certificate:

Education	1	unit
English	1 1-3	units
History	1 1-3	units
Mathematics	1	unit
Science	1	unit
Foreign Language	1 2-3	units
Drills	2-3	units

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
*Science 5	Science 5	Science 5
Mathematics I ...5	Mathematics I ...5	Mathematics I ...5
Bible 2	Bible 2	Bible 2

Sophomore

English II 5	English II 5	English II 5
Latin II 5	Latin II 5	Latin II 5
Mathematics II ..5	Mathematics II ..5	Mathematics II ...5
History I 5	History I 5	History I 5
Bible 2	Bible 2	Bible 2

Junior

English III 5	English III 5	English III 5
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Mathematics III...5	Mathematics III ..5	Mathematics III ..5
Bible 2	Bible 2	Bible 2
†Elective 5	†Elective 5	†Elective 5

Senior

English IV 5	English IV 5	English IV 5
Foreign Lang'ge..5	Foreign Lang'ge..5	Foreign Lang'ge..5
Science III 5	Science III 5	Science III 5
Bible 2	Bible 2	Bible 2
Mathematics IV ..5	‡Elective 5	‡Elective 5

*Any Science courses except Physics may be elected here.

†One unit chosen from Latin, French, History, Physiology, Domestic Science, Music or Expression.

‡One unit chosen from Latin, French, History, Economics and Psychology, Physiology, Domestic Science, Music, Civics, Mathematics, or Expression. In electing a special like Music or Expression, tuition is extra. Some time during the course all girls must take one unit of Domestic Science embracing Cooking and Sewing.

Academy and Normal Departments of Instruction

EDUCATION

EDUCATION I—*Psychology* 1. Psychology is the foundation of all studies in Education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions. Required of all candidates for the Elementary Certificate. Fall Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION II—*Method* 1. This course embraces a study of the principles underlying the proper teaching of children in the first four grades. Method in Reading and Number, Language and Drills, and in the teaching of Morals, such as personal and group neatness, hygiene, loyalty, etc., receive special emphasis. Text-book, library readings, class discussions. Required of all candidates for the Elementary Certificate. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION III—*Observation* 1. This course should follow Education II. After the theory has been clearly grasped as based upon the Psychology of the learning process the observation of the practical demonstration of the theory in actual schoolroom work, accompanied by expert supervision and followed by guided discussion, should give the prospective teacher a satisfying assurance that there is a real science in teaching which may be learned by careful application. Required of all candidates for the Elementary Certificate. Spring Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION IV—*School Management* 1. To feel discipline intelligently and sincerely is a guarantee to good order. This course endeavors to develop the proper attitude toward administrative problems and to give the best known forms to be used in meeting the usual but varied problems of the schoolroom, playground, and community. Observation will be made of the training school to get real situations and living examples for consideration. A standard text-book, lectures and discussions. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION V—*Elementary State Course of Study.* The first problem of the rural teacher is how to manipulate the course of

study so as to have a well-graded school and to cover the work set by the course. This problem is thoroughly worked out, together with many points of method and administration. Spring Term, daily. One-third unit.

EDUCATION VI—*Psychology 2.* A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Textbook, lectures and discussions. Required of all candidates for the Intermediate Certificate. Fall Term, daily, and repeated when necessary. One-third unit.

EDUCATION VII—*Method 2.* This course presents the principles of education underlying the work of the upper grades of the common school, with special emphasis on method in History, Geography, Physiology, Civics, Arithmetic and Grammar. Winter Term, daily. One-third unit.

EDUCATION VIII—*Observation 2.* This course calls for more individual work than Observation 1, and embraces the making of lesson plans, participation in practice teaching, the careful keeping of notebook, lectures, assigned reading, quizzes, and discussions. Required of all candidates for the Intermediate Certificate. Spring Term, daily. One-third unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLIST I (*a*)—*English Grammar.* This course is planned to give teachers a more definite knowledge of grammar by emphasizing the difficult points. Supplementary texts are used in connection with the adopted text in order to add new light and in-

terest to the subject. The parts of speech, their modifications and special functions, also diagramming, analyzing, and parsing, are carefully studied. Fall Term, daily. One-third unit.

(b) Text used Lewis and Hosic's "Practical English." Careful study of punctuation, use of the dictionary, the paragraph and the sentence. Special attention is given to letter writing and to the various business forms. Stress is laid on oral composition and written themes are required. Classroom study of Old Greek Folk Stories and "Merchant of Venice." Outside reading of ten Current Short Stories and "Wonder Book." The work of training the student in fundamentals of literary interpretation is begun. Winter Term, daily. One-third unit.

(*c*) Reading Course. In this course the student is taught the principles underlying correct breathing, tone production, voice placement, and poise. Special attention is given to enunciation, articulation and pronunciation. For practical demonstration, selections will be made from the classics. Spring Term, daily. One-third unit.

ENGLISH II (*a*)—Careful study of narration, using Lewis and Hosic's "Practical English." Oral and written composition required throughout the course. Classroom study of "Tanglewood Tales" and "Silas Marner." Outside reading of Current Literature. Fall Term, daily. One-third unit.

(*b*) A beginning course in exposition in which the fundamentals are applied to situations arising in everyday life. Classroom study of "Ancient Mariner" and "The Oregon Trail." Outside reading of Thoreau's "Walden" or some similar work. Winter Term, daily. One-third unit.

(*c*) A beginning course in argument, briefs, written themes involving the principles, and debates throughout the course. Some study is made of the newspaper and periodicals. Classroom study of "As You Like It" and selections of argumentative prose. Outside reading required. Spring Term, daily. One-third unit.

ENGLISH III (*a*)—Study of the principles of narration and description, with outside reading of ten or more of the world's best short stories. Frequent narrative and descriptive themes are required throughout the term. Careful class study of Cranford. Fall Term, daily. One-third unit.

(*b*) Principles of Exposition are studied; review of letter writing, original defining of terms with dictionary practice. Frequent expository themes are required. The class reads the Sir Roger de Coverley Papers, and Mid-Summer Night's Dream. A biography selected by the student is required for outside reading during this term. Winter Term, daily. One-third unit.

(c) Rapid review of text-book, frequent language drills, correcting individual mistakes. The class studies The House of Seven Gables, Marner's In the Wilderness, and has one lesson a

week from the Literary Digest. Themes and longer papers are required.

Classics, text-book and magazines are subject to change, but equivalents are given. Text of year, Brooks—Book II. Spring Term, daily. One-third unit.

ENGLISH IV (*a*)—The principles of argumentation as laid down in Brooks—Book II are studied. Outlines, briefs and themes are required, and formal debates are held from time to time. The class makes an intensive study of Burke's Speech on Conciliation, or of Washington's Farewell Address. Fall Term. One-third unit.

(*b*) An elementary study of the principles of poetry forms the basis of this term's work. Palgrave's Golden Treasury, Milton's Minor Poems, and Macbeth are studied. Winter Term. One-third unit.

(*c*) Review principles of the year's work, with thorough study of Carlyle's Essay on Burns. Themes, talks, discussions of current problems, outlines and briefs are continued throughout this term. Spring Term, daily. One-third unit.

MATHEMATICS

MATHEMATICS I (*a*)—*Arithmetic.* This course embraces a review of all the more important principles of arithmetic. Outdoor work, measuring land, estimating lumber in logs, bills of weather boarding, flooring, painting, capacity of cisterns, bins, etc., a study of percentage, including notes, checks, stocks, and bonds, meansuration, and the principles of involution are given careful study. Fall Term, daily. Repeated Winter and Spring Terms, when necessary. One-third unit.

(*b*) *Algebra.* This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Wentworth and Smith Academic Algebra, Chapters I-VIII. Winter Term, daily. One-third unit.

(*c*) *Algebra.* This course includes special Products and Quotients, Factors and Fractions. Wentworth and Smith, Chapters IX-XI. Spring Term, daily. One-third unit.

MATHEMATICS II (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-third unit.

(*b*) *Geometry,* Books II and III. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Winter Term, daily. One-third unit.

(*c*) *Geometry,* Books IV and V. Completed with notebooks containing principal problems solved during the year. This term completes Plane Geometry. Wentworth and Smith. Spring Term, daily. One-third unit.

MATHEMATICS III (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra. Fall Term, daily. One-third unit.

(*b*) *Algebra.* Continuation of Course (*a*). Simple Equation, Graphs, Powers and Roots, Quadratic Equations. Wentworth and Smith, Chapters XIII-XVII. Winter Term, daily. One-third unit.

(*c*) *Algebra.* Simultaneous Quadratic Equations, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII. Spring Term. One-third unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

LATIN

LATIN I (*a*)—A study of the more elementary rules of Latin syntax with thorough drill on declension and conjugation. From the beginning stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The text is Pearson's Essentials of Latin. Fall Term, daily, and repeated Winter Term. One-third unit.

(*b*) A continuation of (*a*). Winter Term, repeated Spring Term. One-third unit.

(*c*) Completion of the study of forms and the introduction of the more involved syntax of subjunction and infinitive. Special drill on the Latin period in connection with the reading of brief excerpts from Caesar's Gallic Commentaries. Spring Term, daily. One-third unit.

LATIN II (*a*)—Caesar's Gallic Commentaries, Book I, Chapters 1-30, and Book II, Chapters 1-10. Prose composition once a week throughout the year, and daily drill on syntax. Detailed attention is given to the geographical, historical, and political background of the narrative. Fall Term, daily. One-third unit.

(*b*) Continuation of (*a*). Reading of Book II, Chapters 10-30, and Book III. Winter Term, daily. One-third unit.

(*c*) Continuation of (*a*) and (*b*). Reading of Book IV and Book I, Chapters 30-54. Spring Term, daily. One-third unit.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.
Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.
Five hours a week throughout the year.

FRENCH

FRENCH I—Fraser and Squair's *Shorter French Course* is studied, through Lesson XLVIII. Daily drill in pronunciation, colloquial phrases, and the oral reading of French is given. One easy prose book is read in connection with the grammar. Open to Juniors and Seniors. Daily throughout the year. One unit.

FRENCH II—Fraser and Squair's *Shorter French Course* is completed, and approximately a hundred and fifty pages are read from a selected play and novel. Conversational drill and the memorizing of poems throguhout the year. Open to Juniors and Seniors. Daily throughout the year. One unit.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.
Fall Term, daily. One-third unit.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.
Winter Term, daily. One-third unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the

laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

Fall Term, daily. One-third unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Winter Term, daily. One-third unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Spring Term, daily. One-third unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.
One term. One-third unit.

SCIENCE IX—*Elementary Physics.* This course extends throughout the year. Class work three periods and laboratory work four periods per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.
Daily throughout the year. One unit.

HISTORY AND CIVICS

HISTORY I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History complete, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any Normal School.
History (*b*) continues the work of History (*a*), but it is the Method History of the department. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War.
Fall Term, daily. Repeated if necessary. One-third unit.

HISTORY II—(*a*) Text: Breasted's "Ancient Times." Study of rise and fall of the civilization of the Orient. Study of the dawn of European civilization in Crete. Notebook work, map drawing and written work required.
Fall term, daily. One-third unit.
(*b*) A study of Greek history. Notebook work, map drawing and written work required.
Winter Term, daily. One-third unit.
(*c*) A study of the rise and decline of Rome. Notebook work, map drawing and themes required. Some attention given to current history.
Spring Term, daily. One-third unit.

HISTORY III—(*a*) Text: Robinson's "Medieval and Modern Times," a study of Euorpean civilization from the fall of Rome

to the year 1500. Notebook work, map drawing, and themes required.

(*b*) Modern European History to Napolean, careful study of the reformation and the development of constitutional government. Notebook work, map drawing, and themes.
Winter Term, daily. One-third unit.

(*c*) Study of European History from Napolean up to the present. Careful study of the world war. Considerable attention is given to Current History. Notebook work, map drawing, and themes required.
Spring Term, daily. One-third unit.

Civics I—This is Elementary Physics, covering the most fundamental aspects of the subject, including Kentucky Civil Government. The adopted textbook will be used as a basis of the work, supplemented by other texts. One term is required of Normal students.
Winter Term, daily. One-third unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

Bible I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.
One hour.

Bible II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.
One hour.

HOME ECONOMICS

HOME ECONOMICS I—A. Fall Term. One-third unit.

1. *Hand Sewing*—Complete course in hand sewing, practice in fundamental stitches, including making of button-holes, hemming, hemstitching, etc., applied on models and simple hand-made articles such as towel, sewing bag and apron.

2. *Cookery*—Classification and composition of foods; food values; food combinations; measurements; cooking; laying of table and serving.

3. *Household Administration*—Discussion of terms, difference between house and home; location; surroundings and heating; house planning. (Necessity for proper amount of sunlight; ventilation; smoke, dust and dirt; drinking water; disposal of waste.) Materials used in construction of houses. Cost; public sanitation.

B. Winter Term. One-third unit.

1. *Elementary Sewing*—Study of textile industry; study of sewing machines. Machine and hand sewing; drafting of patterns; cutting and making of undergarments; cost, durability and suitability of materials and trimmings. Comparison of home made and ready-made garments. Mending and darning.

2. *Cookery*—Continuation of Course I. Selection of food; cost, production and manufacture of foods; cooking and serving.

3. *Home Furnishings and Decoration*—Intensive study of various rooms of house with relation to other rooms, best coverings, wall colorings which will suggest cheer and brightness; furniture which is durable and appropriate, furnishings; simple curtains and draperies.

C. Spring Term. One-third unit.

1. *Sewing*—Study of materials suitable for school dress with general discussion on quality to look for, color comparisons, trimmings, etc. Making of simple wash school dresses and middy-suit.

2. *Cookery*—Preservation of foods; requirements of various groups; relation of cost to nutritive value; planning, cooking and serving of meals; invalid cookery; making of balanced menus for limited numbers.

3. *Household Administration*—Course of lectures dealing with proper distribution of income, budgets, labor saving devices; household accounts; scientific management of the home; care of the house; daily routine of household work.

NOTE—In clothing and dressmaking courses students provide all materials for garments and household articles, subject to approval of instructor.

HOME ECONOMICS II—A. Fall Term. One-third unit.

1. *Dressmaking*—Intensive study of all textiles; history of costume; designing, drafting and cutting; making of wool dress; practice in selection of clothing; removal of stains.

2. *Home Cookery*—Classes of foods; uses; food values and cost; principles of selection; marketing and manufacturing of foods; food combinations; laboratory practice in preparation of foods; serving of meals.

3. *Household Administration*—Evolution of the house; history of the home; study of color combinations; effect of color and practical application in the home. Furnishing the home from a sanitary and artistic standpoint.

B. Winter Term. One-third unit.

1. *Clothing and Sewing*—Color design and economy of dress; dress budget for year and other expenses; making of tailored waist and gingham dress; begin silk dresses.

2. *Home Cookery*—Purpose of course to give opportunity for practice in home cookery. It includes planning, cooking and serving of breakfasts, luncheons, and dinners; home marketing to acquaint students with practical marketing of family food supply; cuts of meats; choice of fruits and vegetables.

3. *Household Conveniences*—Household expenditures; personal accounts, water supply and disposal of wastes, laundering of clothes.

C. Spring Term. One-third unit.

1. *Dressmaking and Millinery*—Finish silk dress; dress of wash material; millinery, including covering of hat frames and making of trimmings; study of materials used, renovating, etc.; practical and artistic principles of millinery used.

2. *Invalid Cookery*—This course consists of practical demonstrations of preparation and cooking of foods for sick and convalescents.

3. *Home Nursing and First Aid*—Home care of the sick; care of sick room; care of patient; care of convalescent; sick room methods; foods for sick.

HOME ECONOMICS III—In the winter term there is offered a short course in Nutrition for Normal students. This course consists of the study of foods as to composition, value, use, and digestion; food requirements for individuals; school lunches and their preparation.

REFERENCE BOOKS

"Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.

Good Housekeeping,
Ladies' Home Journal,
Modern Priscilla,
} Monthly Magazines.

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

The course offered in Union College Conservatory of Music is arranged in departments, open to students from the college and community. Any of these departments may be taken as desired, but those who wish to obtain the Conservatory Diploma, Certificate or credit must follow the special course leading to graduation with one of the following major subjects: Piano, Voice, Violin or any band or orchestra instrument.

A. *Piano Department,* including children's work; Academy Music Course; Teachers' Training; Conservatory Course.

B. *Voice Department,* including children's course; Teachers' Training; Conservatory Course.

C. *Violin Department,* including all stringed instruments and the orchestral work.

D. *Wind Instruments and Band Department.*

E. *Theoretical Work*—Harmony, history of music, sight singing, ear training, etc.

Credit is based upon the theoretical courses when accompanied by the practical or applied courses in Piano, Voice, Violin, Band or Orchestral Instruments. One unit towards graduation from the Academy will be given after passing successful examinations on the following subjects: Harmony I., History of Music I., Sight Singing and Ear Training. A second unit will be given after completing successfully Harmony II., History of Music II., Choral Work.

GENERAL OUTLINE

For those desiring to become thorough musicians, the Conservatory offers a broad and sound training, leading to the full equipment for professional life.

Stress is laid upon the theoretical studies, for no person can become an intelligent musician without an under-

standing of the make-up of music so as to be able to analyze, and therefore appropriate to himself the details of the composition. In this way alone can a true interpretation be reached.

The *Theoretical Studies* are: Theory, Harmony, Analysis, Counterpoint, Composition, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students who wish to make Harmony and Composition a special study.

The *Mechanical Studies* are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in playing and singing. These may be given in classes or individually as the needs of the students may demand.

The *Expressional Studies* are so individual as to require special and private teaching in the applied lessons.

The Director will assign the students to their proper classes and teachers, and the courses will be followed strictly so as to have uniformity in the work.

Besides the Prescribed Course of Study, leading to a Diploma or a Degree, students may register for one or more subjects in the different departments, and will be granted *certificates,* providing the theoretical studies are taken with the applied music.

THEORETICAL COURSES

(To accompany the applied music,).

THEORY I—This includes work in musical terminology, tonology, rhythm, notation, the elements of music, ear training with sight singing and dictation in major keys and simple rhythms.

THEORY II—More advanced work in rhythm, notation, ear training and sight singing, including the major and all minor and chromatic scales, and the playing of these in one octave.

HARMONY I—Review of all Major and Minor Scales. Intervals and their inversions. Triads in all forms. Keyboard Harmony Analysis of simple forms. Figured Basses. Harmonization of melodies.

HARMONY II—Advanced work in Diatonic Harmony with keyboard Harmony. Harmonic analysis. Harmonization of melodies.

Prerequisite: Harmony I.

HARMONY III—A thorough study of Chromatic Harmony, and of Harmonic analysis. Further Harmonization.
Prerequisite: Harmony II.

COUNTERPOINT—After completing the course in Harmony, a pupil may take up the study of Bellerman's "Treatise on Counterpoint, Canon and Fugue." Upon this method the great composers based their ability and technic in composition.

COMPOSITION I—This course introduces the student to the simpler forms of composition, and may be begun after the course in Harmony is complete, or after Harmony II.

COMPOSITION II—This follows Composition I, and is arranged to cover all the simpler forms in composition, both for Piano, Voice or Orchestral music.

HISTORY OF MUSIC I—A simple course in history to show the development of the art of music and the lives of the composers.

HISTORY OF MUSIC II—Aside from text-books, lectures are given by the teacher and research work and collateral reading is required. Topics will be assigned.

APPRECIATION OF MUSIC—A course designed to cultivate the power of listening intelligently to music, with understanding, feeling and taste. Illustrations are given by the use of one of the mechanical machines, as well as performance by individuals.
This course is open to any students desiring an understanding and appreciation of music. No previous musical training is necessary. If used for credit, examinations must be taken.

THE CONSERVATORY COURSE

Outline of the course leading to the Degree B. Mus.
Entrance requirements—satisfactory completion of the preparatory grades of the music courses.
Preparatory work completed sufficient for graduation from the Academy Music Course as outline later.

FRESHMAN—Applied Music (Major) 6. Harmony II. History of Music II. Sight-singing Class. Choral Club or Orchestra. Bible and Freshman English. Five hours. Elective. Three hours. Applied Music (Minor). Recitals.

SOPHOMORE—Applied Music (Major) 6. Form and Harmonic Analysis. Harmony III. Ear Training. Choral Club or Orchestra. Pedagogy I. Bible and English Literature, 5 hours. Elective 3 hours. Applied Music (Minor). Recitals.

JUNIOR—Applied Music (Major) 7. Counterpoint and Composition I. Choral Club or Orchestra. General Psychology. Recital.

SENIOR—Applied Music (Major) 8. Composition II. Pedagogy II. Applied music (Minor). Electives. Senior Recital.

ELECTIVES—Five hours of general psychology; 2 hours of musical Psychology; 15 hours of French; 15 hours of German; 9 hours of Italian.

For the 180 Trimester hours, 90 must be taken in the College of Liberal Arts and 90 in the Conservatory of Music, in order to receive the degree of Bachelor of Music.

MAJOR STUDIES: in Applied Music: Piano, Voice, Violin.

Two private lessons per week are required.

MINOR STUDIES may be chosen from Piano, Voice, Cello, Cornet, Clarinet, Trombone or Saxophone.

OUTLINE OF COURSES FOR THE THREE MAJORS IN APPLIED MUSIC.

Merely an *attempt* is made to outline, for the sake of classification, the most important sets of studies and pieces. It is not exhaustive, nor does it require that each student must study all the works given in these outlines.

A. PIANOFORTE

The Piano is the most universally used of all musical instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The acquirement of a correct technique and of the principles of tone production are essential in the preparation of a piano player, and unless these correct principles are acquired, the student soon reaches a stage where he finds further progress almost imposible. But if the fundamental work in technique is thoroughly done, ground can be covered by even young students with far more exactitude and finish than otherwise could be expected.

Grades I-IV—Preparatory Course

MUSIC I—Fundamental principles for developing hand, arm and finger position, touch and tone, by a system of technique

exercises appropriate for each student. Notation and rhythm. Easy studies, solos and duets. Sight Reading. Theory I. Technique Class I.

Music II—Continued and extended work in technique, scales and arpeggios, Dunernoy of 120. Gurlitt, Clementi, Czerny. Sonatinas and pieces in different styles and forms. History of Music I. Technique Class II.

Music III—Technical work increasing in difficulty, scales in major, minor and chromatics forms. Arpeggios of the triads through four octaves, and in different combinations, Czerny, Heller, Gurlitt, Mendelssohn. Sonatives and pieces in different styles and forms. Duets and duos. Theory II. Ear Training. Technique Class III.

Music IV—Technical work continued, scales, major, minor and chromatic in the octave, third, sixth and tenth positions, in parallel and contrary motions. Arpeggios of triads in all positions and inversions, Czerny, of 299, I and II. Bach, short preludes and Fugues. Easy sonatas by Haydn, Mozart and Beethoven. Pieces. Harmony I. Technique Class IV.

Practice (Piano)—
For first year: 6 hours a week.
For second year: 9 hours a week.
For third year: 9 hours a week.
For fourth year: 12 hours a week.

Grades V-VIII—Advanced or Conservatory Course

Grade V—Technique V. All kinds of scales. Sight reading, studies from Czerny's Velocity, of 299 (III and IV), Gurlitt, of 53 Heller, of 45 Bach. Two part inventions and French Suites. Reinhold, Zwolf Arabesquen. Handel; selected pieces, sonatas by Haydn, Mozart, Clementi, Beethoven, Mendelssohn, Chopin, Schumaun, Scarlattieti. Harmony II. History of Music II.

Grade VI—Technique VI. Scales continued. Pedagogy I. Sight reading. Dominant and diminished seventh chords in five-voiced chord, and broken chord arrangements; scales in Double Thirds. *Bach,* three-part inventions and English Suites. Studies selected from Czerny, op. 740, op. 337 and op. 335. Neupert, Octave studies; Cramer; Clementis Gradus and Parnassum; Heller, op. 16.

Sonatas and pieces by Chopin, Schubert, Schumann, Mendelssohn, Field, Grieg, Beethoven, Mozart, Machdowel, etc. Concertos and concerted pieces by Mozart, Ramlan and Mendelssohn. Harmony III. Form and Harmonic Analysis.

Grade VII—Technique VII. Pedagogy II. Sight Singing. Scales in Double Thriads and Double Sixths. Studies from

Neupert (Style and Expression); Jensen, op. 30. *Bach;* Partitas, Italian Concerts. Well-tempered Clavischord. Moscheles, op. 70. Handel, Suites. Henselt Studies, op. 245, *Chopin;* Preludes and easier Etudes, op. 10 and 25. Peices by Chopin, Schuman, Liszt, Weber, Beethoven, Grigg, Schubert, Mendelssohn, Brahus, Rubinstein, Moszkowski, etc. Concerts, Mendelssohn, Beethoven, Hummd, easier Concerts. Counterpoint. Composition I.

GRADE VIII—Advanced Technique VIII. Transposition from Tansiz Daily; Kullak, Octaves; Chopin: Eutdes; Bach, well-tempered Clavichord. Moscheles, op. 95. Bach's Chromatique Fantasie and Fugue. Rubinstein's Etudes, op. 23. Schuman, op. 3 and 10. Schuman, op. 13. Symphonic Studies. Mendelssohn, Preludes and Fugues, Saint Soena, Etudes. Sonatas by Beethoven, Chopin, Schuman, Grieg, Brahus, etc. Concertos and pieces by Chopin, Schuman, Weber, Beethoven, Brahus, Henselt, Ischai, Kowsky, etc. Composition II. Pedagogy III. Psychology as related to music.

On the conclusion of the above course, and the rendering of a Senior Recital, with the completion of the required studies in the college of Liberal Arts, the student is eligible for the *Degree of Bachelor of Music.*

A Diploma of music, without the Degree, may be granted to a student completing all the work in the Music Course, as outlined above, provided he has completed the Academy Course.

Students are eligible to begin this *Diploma Course* after completing the work of the second year in the Academy.

PIANO PRACTICE (Conservatory)—

Freshman: 18 hours a week.
Sophomore: 24 hours a week.
Junior: 24 hours a week.
Senior: 24 hours a week.

A course in Kindergarten Music is offered for very little children. This is given in classes, which meet three times a week.

An Introductory Course is offered for students in the Sub-Academy. This may be taken in classes of two or four students, or in private lessons.

The Course in Pedagogy I, II and III, in the Sophomore, Junior and Senior classes of the Conservatory prepares the student to become a thoroughly trained teacher of Piano. These students attend classes taught by an

experienced teacher, and teach in the presence of a critic teacher. Note books are to be kept by those in these classes, which must be presented for inspection. Written tests and examinations are held through the course.

B. VOICE

There is no instrument so full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience as the voice which is well trained and under good control.

Great care has to be taken in the treatment of each voice; for while there is a general foundational course for development, no two voices are just alike in their requirements, and the work must be prescribed to suit the individual case.

On this account it is more difficult to outline a *set* course for the voice than for instrumental music.

Watchfulness must be exercised in protecting the young vocalist from over-strain, and from contracting that most pernicious habit of "tremulo," the abomination of the true vocalist, which is nothing but a cultivation of *palsy* of the vocal chords, and once acquired can hardly ever be eradicated.

Grades I-IV—Preparatory (Academy)

GRADE I—Breathing exercises; tone placing; study of the vocal organs; preparatory voice exercises; simple vocalises, by Shakespeare and Concone; sight singing; rhythm exercises; vowel and consonant production. Simple songs and ballads. Theory I, two lessons a week. Practice one hour a day.

GRADE II—Correct breathing and breath control; tone placing; voice production exercises and vocalises; sight singing; sight reading at the piano, for those who are not studying piano. Continued exercises in vowel and consonant production. The difference between Legato and Staccto singing. Ear training. History of Music I. Simple songs and ballads in English. Two lessons a week. Practice one hour a day.

GRADE III—Voice development exercises increasing in speed; slow major scales vocalises; slow agility exercises; sight sing-

ing; sight reading at the piano for simple accompaniments. Exercises for vowel and consonant production. Legato and Staccato singing; ear training; songs, sacred and secular, in English. English diction. Theory II. Two lessons a week. Practice one hour a day.

GRADE IV—Exercises in voice development continued. Arpeggio and interval singing; exercises in agility; the major and minor scale; Staccato and Legato singing; English diction; sight singing; sight reading at the piano for accompaniments; ear training; sacred and secular songs in English. Harmony I. Two lessons a week. Six hours a week of practice.

Grades V-VIII—Advanced or Conservatory Course

GRADE V.—Voice development and breath control; exercises to increase power and ability; major and minor scale practice; Arpeggio and octave exercises; English diction; sight singing; ear training; songs and ballads in English and Italian; part singing; choral work. Harmony II. Two lessons a week. Nine hours a week practice.

GRADE VI.—Continued development of power and agility.

The head register exercises, in simple forms, slow frills. Arpeggio and octave exercises, English and French diction, sight singing, ear training, part singing, choral work, chromatic and staccato. Scales (Major and minor), Vaccai (Italian singing). Vocalises by Shakespeare, and general selected exercises, songs, etc., English, French and Italian. Sacred solos and Oratorio, selections of simpler form. Technique sight singing to small classes.

HARMONY III—Form and Harmonic Analysis, two lessons a week. Nine hours a week practice.

GRADE VII—Expressional exercises in development of power and agility.

Head register exercises, scale practice of all kinds. The arpeggio and octave in varieties of forms. The trill, increasing in agility, development of Bravura singing "Messa in Voice" Vocalises, by Shakespeare, Italian singing (Vaccai). Lampertis studies in Bravura Singing, Book I.

Teaching sight singing to classes. Playing accompaniments for other singers and for solo instruments. Counterpoint.

COMPOSITION I—Singing in French, Italian, English and German. English diction, with readings. Choral work and part singing. French and Italian diction. Embellishment, Psychology,

Oratorio selections and the sacred solos. The song cycle Junior Recital. Two lessons a week. Nine hours a week practice.

GRADE VIII—Advanced voice technique. Ornaments and embellishments of all kinds. Accompaniment playing. Psychology as related to music. Lampertis studies in Bravura, Books 2 and 3. Rhiginis Vocalises (edited by Shakespeare) and sung with variations of consonants and vowels. Part singing. Inartette, choir and choral work. French, Italian, German and English diction. Singing German Fieder, song cycles, sacred solos, operatic and oratorio arias.

Two lessons a week. Twelve hours a week practice. *Senior Recital.* Composition II.

C. VIOLIN

This department is designed to furnish instruction in all branches of violin playing from beginners to advanced pupls. It covers the work required by accredited music schools, and, when satisfactorily completed, fits the pupil for solo or orchestral playing.

The time required to complete any grade of this work depends wholly on the application and ability of the pupil.

It is the policy of this department to lay a secure ground work for the students and upon this to build their future progress.

The studies arranged from the best methods and the compositions selected from the work of masters are those that experience has found to be best adapted to secure thoroughness, proficiency, and genuine musical culture.

Students who have attained the necessary proficiency will be given the opportunity to enter the college orchestra and take part in recitals and concerts, as their ability may warrant.

All students working for diploma or degree must take the course in Theoretical Studies as outlined in this catalogue.

Preparatory Course—Grades I-IV

GRADE I—Rudiments of Music. Finger and bow exercises in F. Mazas Violin. School and scales and intervals from some

school. Hohman, Book I. Hoffman, Book II. Wohlfahrt, op. 74, Book I.

GRADE II—Rudiments of music. Finger and bowing exercises. Maza's Violin School. Hoffman, Book II. Wohlfahrt, op. 45, Book I. Herman op., Book I. Hoffman, op. 25, Book III. Solos selected by instructor. Strict attention to fingers and wrist.

GRADE III—Maza's Violin School. Sit. op. 32, Book I. Hermann, op. 30, Book I. Duets by Pleyel Bebouer. Solos selected by instructor. Special attention to technique and time.

GRADE IV—Maza's Violin School position studies. A. Blumentengle Scales and exercises of velocity. Wohlfahrt, op. 74, Book II. Solos selected by instructor. Dancla and Maza duets, sight playing and ensemble work. Development of intonation and bowing.

Conservatory Course—Grades V-VIII.

Students completing the preparatory course or passing the entrance examination will be admitted to the Conservatory Course.

GRADE V—Sitt, op. 32, Books II and III. Danclas, op. 74. Hermann, op. 20, Book II. Major and minor scales, both forms and arpeggios; chromatic scales, development of tone quality and expression; compositions selected by instructor; sight playing and orchestral work.

GRADE VI—Dont, op. 37; Kreutzer, 42 Caprices; Maza's Brelliant Studies; Maza Miner Melodie Scales and Arpeggios with their inversions to extent of three octaves, G. A. B. C. Chromatic Scales in three octaves, G. A. B. C. Major scales in thirds, sixths, eights, in two octaves, dominant and diminished sevenths, to the extent of two octaves; skillful bowing and graduation of tone. Compositions selected by instructor. Orchestral playing. Junior Recital.

GRADE VIII—Studies in the higher positions. Florillo, David, Florillo, Gavinies, Scales and Arpeggios. All major and minor harmonic and melodic scales and arpeggios with their inversions to extent of three octaves. Major scales to extent of two octaves in thirds, sixths and octaves. Dominant and diminished sevenths to extent of three octaves. Compositions of masters selected by instructor. Orchestral playing. Senior Recital.

D. REED AND BRASS INSTRUMENTS.

CLARINET—Foundation to Clarinet Playing, C. E. Deinecke. Klose's Method.

SAXOPHONE—Foundation to Saxophone Playing, Ben Vereecken.

CORNET—Foundation to Cornet Playing, E. F. Goldman, Goldman Embocechere Drill. Arban's Method.

TROMBONE—Foundation to Trombone Playing, Clark Trombone. Technical Studies for Slide Trombne, by Chas. E. Stacy. Methods, Books I-II.

BARITONE—Foundation to Baritone Playing, A. Archimede.

MUSICAL ORGANIZATIONS

The Choral Club for the singing of choral works of all kinds, from the simple anthem or chorus to the larger cantatas and oratorios.

The Treble Clef Club of women's voices, doing most attractive work, all voices taking special voice work.

The Apollo Glee Club, a similar organization for boys and men.

The Union Glee Club, a combination of Treble Clef and Apollo Glee Club.

Music Appreciation Society, which will make us all more fully acquainted with all kinds of music from the early days up to the present time.

Orchestra.—Union College Orchestra is the most used musical organization of the college. It is a very fine one and plays on nearly all public occasions for indoor exercises. It gives concerts in neighboring towns and has created quite a reputation.

Band.—What the Orchestra is for indoor exercises, the Band is for outdoor exercises. These two organizations gives every student an opportunity for a very wholesome and delightful exercise of his musical talents. Bring your instrument along.

FREE ADVANTAGES

The following branches. which are usually charged for in a separate fee, are included in the one fee paid for music, for those who are taking one or more principal subjects in music—Elementary Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Read-

ing, History of Music, Band, Choral and Glee Clubs and College Recitals. Advanced theoretical work will be given only in small classes with a tuition charge.

REGULATIONS

All students of the Conservatory of Music stand under the discipline of the college.

No deduction can be made for lessons missed, except in cases of protracted illness.

Tardiness at lessons curtails the lesson period.

Visitors are not allowed in practice rooms.

Students who are negligent in their work may be dropped from the Conservatory list at any time.

Lessons lost by leaving school a few days before the close of any period will not be made up.

Public appearances should not be undertaken by the students without consent of the teacher or the director.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. If students do not bring money to settle their bills when they enroll patrons are expected to send check for account or make satisfactory arrangements upon receipt of statement.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-19 for Government Boarding Student's Outfit and Dress.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$18.00	$16.00	$16.00
Academy	14.00	13.00	13.00
Normal	14.00	13.00	13.00
Sub-Academic	10.00	10.00	10.00
Expression—two lessons a week.	16.00	15.00	15.00
One lesson a week	9.60	8.00	8.00
Typewriting	8.00	7.00	7.00
Piano, Voice, Violin, Horn—two lessons a week	25.00	20.00	20.00
One lesson a week	15.00	12.00	12.00
Advanced Harmony or History.	10.00	8.00	8.00

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50

	Fall Term	Winter Term	Spring Term
Chemistry 1	2.00	2.00	2.00
Chemistry 2	4.00	4.00	4.00
Piano rental, one hour daily	3.25	3.00	2.75
Domestic Science, Cooking	.50	.50	.50
Domestic Science, Serving	.50	.50	.50

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$70.00	$55.00	$55.00

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition	$5.00
Same, in Girls' Hall	2.00
Special Examination	1.00
College, Academic, Music, Art or Expression Diplomas	5.00
Gymnasium and Student Activity fee (paid by all students), per term	5.00
Certificates in Music Courses	1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	Fall Term	Winter Term	Spring Term	Year
College	$93.00	$76.00	$76.00	$245.00
Academy or Normal	89.00	73.00	73.00	235.00
Sub-Academy	85.00	70.00	70.00	225.00

NOTE—Special consideration in tuition is given children of ministers.

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley (deceased).....A.B.
May E. Lock (deceased).....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson (deceased).....A.B.

1905

Joseph A. Bretz.....A.B.

1906

Lawrence G. Wesley.....A.B.
Cora Grindstaff .....A.B.
Laura Grindstaff .....A.B.

1907

Ernest Faulkner .....A.B.
Lena Wilson .....A.B.

1908

Edward P. Hall.....A.B.

1919

Samuel P. Franklin.....A.B.

1920

Aubrey H. Guyn .....A.B.
Nelle Jones .....A.B.
Dowis Sampson .....A.B.
Anna Sloan .....A.B.

Junior Collegiate Department

Charles Leroy Howes.....1913

Academic Department

Thomas A. Wood.....1908
Mary Ballinger (deceased).....1908
Howard Trent 1908
J. Spencer Singleton.....1908

Thomas Bradley Ashley.....1909
Charles G. Black.....1909
J. Loyd Decell.....1909
Robert W. Howes.....1909
Laura Green Easley.....1909
Nancy Kincheloe 1909
Sudie Pauline Newman.....1909
Hattie Jean Stansberry.....1909

Amelia Ballinger 1910
Grace Bellaire Berry 1910
Verdie Colson 1910
Idella Kincheloe 1910
B. C. Lewis 1910
William Clark Mace 1910
Edgar B. Wesley 1910
Oscar Wesley 1910
Mary Rice Wilson 1910

Ellen Bryan Clark 1911
Ida Mae Cole 1911
Anna Mae Creech 1911
Guy Leslie Dickinson 1911
Norma Bruce Elliott 1911
Nancy Lee Faulkner 1911
Anna Royston Griggs 1911
Charles Leroy Howes 1911
Lallah Rookh Johnson 1911
Harrison W. Large 1911
Mary Dora Laughlin 1911

Lucy Ballinger 1912
Pearl Allyn Bastin 1912
Hallie Ester Cheap 1912
Myrtle Cole 1912
Lillian Hanna Mae Harrop 1912
Walter Monroe Jarvis 1912
Bertha Lockhart Norris 1912
Kathleen Brennan Sullivan 1912
Naomi Oldham Tuttle 1912

Annie Dee Albright 1913
Anna Cronley Ballinger 1913
John List Carrol (deceased) 1913
Ollie Elnora Cole 1913
Maude Cole (deceased) 1913
Ruth Decker 1913
Robert Faulkner 1913
Louise Jesson 1913
Mabel Jacobs Matthews 1913
Earl Mayhew 1913
Veana Gilraith Noe 1913
Thelma Edythe Stratton 1913
Edward William Scent 1913
Richard Brittain Tuggle 1913
Anna Melvin Walton 1913
John Henderson Young 1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916
Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918

Mabel Alloway....1919
Horace Barker....1919
Marjorie Brown....1919
Roberta Cole....1919
Collie Franklin....1919
Grace Kennedy....1919
Thelma Morehead....1919
Daisy Robsion....1919
John Robsion....1919

Everett Bailey....1920
Sallie Bain....1920
Robert Beddow....1920
R. E. Burnett....1920
Vern Dunbar....1920
Xenia Gilbert....1920
Flora Howard....1920
D. M. Humfleet....1920

Raymond Overley 1920
Dean Owens 1920
Daugh Smith 1920
Jettie Stratton 1920
Allen Tuggle 1920
Drucilla Tye 1920
Hardin Young 1920

James Blair 1921
Robert Blair 1921
Olin Boatwright 1921
Flora Burroughs 1921
Francis Edwards 1921
Joshua Faulkner 1921
Cheslie Franklin 1921
Jakie Howard 1921
Violet Humfleet 1921
Albert Humfleet 1921
Anna Lee 1921
Robert Lee 1921
William Martin 1921
Ethel Miller 1921
Hilton Morris 1921
Pearl Parsons 1921
Katherine Richardson 1921
Kenneth Tuggle 1921

Music Department

Joan Easley 1908
Emma Weaver 1909
Ida Mae Cole 1911
Norma Bruce Elliott 1911
Ollie Elnora Cole 1913
S. P. Franklin 1917

Register of Students

College

Archibald, Darrell ..... Illinois
Bailey, Everett ..... Madison County
Brown, Marjorie ..... Bell County
Caudell, Dudley ..... Powell County
Caudell, Janie F. ..... Powell Conuty
Fish, Reeda ..... Pulaski County
Hewes, Mrs. Annie B. ..... Illinois
Jasper, Elfrida ..... Pulaski County
Jones, L. H. ..... Indiana
Kelly, Sarah ..... Bracken County
Mayhew, James ..... Knox County
Miller, Harold ..... Knox County
Morehead, Thelma ..... Knox County
Muncy, Paul ..... Allen County
Parker, Harold ..... Knox County
Smith, Daugh ..... Knox County
Smith, Idamae ..... Bell County
Stratton, Jettie ..... Pike County
Trosper, W. B. ..... Knox County
Tuggle, Allen ..... Knox County
Young, Hardin ..... Lincoln County

Academy and Normal

Abbott, Lola ..... Lewis County
Alred, Mossie ..... Harlan County
Archibald, Hugh ..... Illinois
Bain, Ruby ..... Knox County
Ballard, Padgett ..... Bell County
Bargo, Chester ..... Knox County
Blair, Robert ..... Whitley County
Blair, James ..... Knox County
Blair, Vernon ..... Knox County
Boatwright, Olin ..... Calloway County
Booze, James ..... Harlan County
Booze, Creely ..... Harlan County
Botner, Estill ..... Knox County
Bradley, Joseph ..... Indiana
Broyles, Lena ..... Pulaski County
Burroughs, Flora ..... Grant County
Burroughs, Mildred ..... Grant County

Byble, Charlie ..... Laurel County
Byrley, Cecil ..... Knox County
Carnes, Irene ..... Knox County
Carty, John D. ..... Knox County
Caudell, Pearl ..... Powell County
Clore, Stella ..... Harlan County
Cole, Robert ..... Knox County
Corum, John H. ..... Clay County
Cox, Bryant ..... Marion County
Creech, Thelma ..... Harlan County
Creech, Victoria ..... Harlan County
Davis, William ..... Bell County
Decker, Sawyer ..... Knox County
Dunbar, Vern ..... Pennsylvania
Dunbar, Herbert ..... Pennsylvania
Early, Flossie ..... Harlan County
Edwards, Francis ..... Marion County
Elliott, Maud ..... Knox County
Elrod, Bess ..... Warren County
Faulkner, Jesse ..... Knox County
Faulkner, Joshua ..... Knox County
Franklin, Cheslie ..... Anderson County
Franklin, Ruby ..... Knox County
Gray, Hagan ..... Knox County
Gray, Opal ..... Knox County
Gray, Adams ..... Whitley County
Green, Caleb ..... Knox County
Green, Fannie ..... Bell County
Gribbin, Nettie ..... Marion County
Griswold, Nathaniel ..... Daviess County
Hale, Homer ..... Bell County
Heidrick, Charles ..... Knox County
Hembree, Clarence ..... Knox County
Henry, Mary E. ..... Bell County
Hensley, B. F. ..... Clay County
Hensley, Dalia ..... Clay County
Hibbard, Mabel ..... Knox County
Howard, Mae ..... Harlan County
Howard, Etta ..... Harlan County
Howard, Dora ..... Harlan County
Howard, Jakie ..... Bell County
Howard, Emily ..... Harlan County
Howard, Cleo ..... Clay County
Humfleet, Violet ..... Knox County
Humfleet, Albert ..... Knox County
Humfleet, Vera ..... Knox County
Hynes, Ben ..... Jefferson County

Jackson, Ralma ..... Knox County
Jackson, Beatric ..... Knox County
Jackson, Mary E. ..... Harlan County
Jones, Lester ..... Knox County
Jones, W. Lawrence ..... Campbell County
Jones, Robert ..... Whitley County
Jordan, Thomas ..... Clay County
Kauffman, Allen ..... Knox County
Keith, Jane ..... Clay County
Kellems, Nella ..... Bell County
Kelly, Mattie ..... Clay County
Kelly, Ray ..... Harlan County
Knuckles, J. F. ..... Bell County
Knuckles, W. L. ..... Bell County
Lacy, Howard E. ..... Indiana
Lee, Anna ..... Illinois
Lee, Robert ..... Knox County
Lewis, Myrtle ..... Tennessee
Lumpkins, Eunice ..... Knox County
Lunsford, Bertha ..... Knox County
Lunsford, Fannie ..... Knox County
Lyttle, Raymond ..... Knox County
Martin, W. D. ..... Knox County
Martin, William ..... Knox County
Mayhew, Marion ..... Knox County
Mayo, Mary ..... Knox County
Mays, Jesse ..... Knox County
Mays, Sarah ..... Knox County
Medcalf, Joseph ..... Whitley County
Milburn, Nettie ..... Marion County
Miller, Ethel ..... Knox County
Mills, Post ..... Knox County
Minter, Hattie ..... Owsley County
Morris, Love ..... Knox County
Morris, Hilton ..... South Carolina
McNeil, John ..... Knox County
McWilliams, Bronzel ..... Knox County
Nelson, Clydia ..... Knox County
Nunery, Ralph ..... Ohio
Parsons, Pearl ..... Bell County
Partin, Hugh ..... Knox County
Payne, Ancil ..... McLean County
Payne, Henry ..... McLean County
Pope, Fred ..... Knox County
Pope, Alva ..... Knox County
Pope, Fannie ..... Knox County
Ralston, Cecil ..... Ohio

Richardson, Katherine ..... Knox County
Ridner, Pearl ..... Knox County
Riley, John ..... Knox County
Riley, Lucy ..... Knox County
Robinson, Alma ..... Harlan County
Ryder, George ..... Knox County
Sampson, Anna Maud ..... Knox County
Sampson, Helen ..... Knox County
Sawyer, Rebecca ..... Knox County
Slusher, Georgia ..... Bell County
Slusher, Robert ..... Bell County
Smith, Carrie ..... Harlan County
Smith, Lillie ..... Knox County
Smith, Hester ..... Knox County
Smith, Anna Mae ..... Knox County
Stark, Robert ..... Harlan County
Stark, Alva ..... Harlan County
Stephenson, Uva ..... Harlan County
Stewart, Rosa Lee ..... Bell County
Stringer, Mae ..... Harlan County
Sullivan, Martin ..... Knox County
Tuggle, Kenneth ..... Knox County
Turner, Flossie ..... Knox County
Tye, Lilydale ..... Knox County
Veal, Janet ..... Florida
Vincent, Lela ..... Knox County
Wagers, Daisy ..... Clay County
Wallace, Lonnie ..... Harlan County
Warfield, James ..... Knox County
West, Delbert ..... Ohio
Williams, Della ..... Whitley County
Willis, Maud ..... Knox County
Woods, Bertha Allen ..... Clay County

Sub-Academy

Asher, Dewey ..... Clay County
Baker, Dannie ..... Knox County
Blair, Lyda ..... Knox County
Burgess, Clyde ..... Knox County
Burnett, Maggie J. ..... Knox County
Corum, George ..... Clay County
Cox, Cassie ..... Taylor County
Creech, Hazel ..... Bell County
Frank, Everett ..... Harrison County
Fulks, Lloyd ..... Powell County
Grace, Hubert ..... Knox County
Gray, Calvin ..... Knox County

Gregory, Earl ..... Harlan County
Hammons, Rosa ..... Knox County
Hensley, Clyde ..... Clay County
Howard, Durham ..... Bell County
Howard, Winnie ..... Clay County
Howard, Ellen ..... Bell County
Howard, Green ..... Bell County
Howard, Sarah ..... Harlan County
Humfleet, Bernice ..... Knox County
Humfleet, Sam ..... Knox County
Hunter, James ..... Pike County
Jackson, Marie ..... Knox County
Kelly, Dulcie ..... Harlan County
Kelly, Orbin ..... Harlan County
Kinningham, Edwin ..... Knox County
Knuckles, Thomas ..... Bell County
Knuckles, Alice ..... Bell County
Knuckles, Louana ..... Bell County
Lundy, Willie ..... Knox County
Main, Mary E. ..... Knox County
Mallonee, Winnifred ..... Indiana
Martin, John ..... Knox County
Martin, Howard ..... Knox County
Martin, Mabel ..... Knox County
Martin, Lucy ..... Knox County
Martin, Ed ..... Knox County
Mason, Robert ..... Bell County
Mays, Susie ..... Knox County
Mays, Eva ..... Knox County
Mays, Lucy ..... Knox County
Mays, Hazel ..... Knox County
Melton, Mae ..... Knox County
Miller, Fern ..... Bullitt County
Mills, Tom ..... Knox County
Morehead, Charlie ..... Knox County
Morehead, Marvin ..... Knox County
McDermott, James ..... Knox County
Napier, Vergie ..... Bell County
Napier, Bessie ..... Bell County
Newlan, Bertha ..... Scott County
Owens, Ruth ..... Knox County
Palmer, Earl ..... Whitley County
Powell, Mint ..... Knox County
Primm, William ..... Harlan County
Rawlings, Dan ..... Whitley County
Ridner, Madge ..... Knox County
Ridner, John ..... Knox County

Ryder, Deborah ..... Knox County
Slusher, Hester ..... Bell County
Smith, Hazel ..... Bell County
Stephenson, Raymond ..... Harlan County
Sullivan, Martin ..... Knox County
Turner, Green ..... Knox County
Wagers, W. O. ..... Clay County
Warren, Challis ..... Knox County
Willis, Allie ..... Knox County
Woods, Lida ..... Clay County
Young, Roberta ..... Lincoln County

Voice

Blair, Robert ..... Whitley County
Broyles, Lena ..... Pulaski County
Burton, Mrs. F. B. ..... Knox County
Carr, Celia ..... Montana
Carter, Mae ..... Jefferson County
Cox, Bryant ..... Scott County
Edwards, Francis ..... Marion County
Elrod, Bess ..... Warren County
Faulkner, Joshua ..... Knox County
Franklin, Grace R. ..... Knox County
Franklin, Ruby ..... Knox County
Franklin, Collie ..... Knox County
Franklin, Cheslie ..... Anderson County
Henry, Mary E. ..... Bell County
Humfleet, Violet ..... Knox County
Humfleet, Bernice ..... Knox County
Jasper, Elfrida ..... Pulaski County
Lewis, Myrtle ..... Tennessee
Lunsford, Bertha ..... Knox County
Lunsford, Fannie ..... Knox County
Milburn, Nettie ..... Marion County
Miller, Mary ..... Knox County
Morehead, Thelma ..... Knox County
Morris, Love ..... Knox County
Partin, Hugh ..... Knox County
Payne, Ancil ..... McLean County
Payne, Henry ..... McLean County
Ryder, Deborah ..... Knox County
Ryder, George ..... Knox County
Stark, Robert ..... Harlan County
Stephenson, Uva ..... Harlan County
Stratton, Jettie ..... Pike County
Stringer, Mae ..... Harlan County
Vincent, Lela ..... Knox County
Walker, Mrs. C. R. ..... Knox County

Piano

Alloway, Mabel ..... Perry County
Bain, Ruby ..... Knox County
Bain, Sallie ..... Knox County
Blair, Lyda ..... Knox County
Booze, James ..... Harlan County
Bowman, Ruth ..... Knox County
Broyles, Lena ..... Pulaski County
Burnett, Maggie J. ..... Knox County
Burroughs, Mildred ..... Grant County
Burton, Mrs. F. R. ..... Knox County
Carr, Celia ..... Montana
Caudell, Janie F. ..... Powell County
Clore, Stella ..... Harlan County
Creech, Hazel ..... Bell County
Creech, Victoria ..... Harlan County
Elrod, Bess ..... Warren County
Franklin, Gail ..... Knox County
Franklin, Ralston ..... Knox County
Hauser, Edna ..... Knox County
Hibbard, Mabel ..... Knox County
Howard, Ellen ..... Bell County
Howard, Etta ..... Harlan County
Humfleet, Violet ..... Knox County
Humfleet, Bernice ..... Knox County
Kelly, Sarah ..... Bracken County
Lunsford, Fannie ..... Knox County
Lunsford, Bertha ..... Knox County
Melton, Mae ..... Knox County
Miller, Ethel ..... Knox County
Miller, Mary ..... Knox County
Newlan, Bertha ..... Scott County
Owens, Ruth ..... Knox County
Robinson, Alma ..... Harlan County
Ryder, George ..... Knox County
Ryder, Deborah ..... Knox County
Sampson, Anna Maud ..... Knox County
Sampson, Helen ..... Knox County
Smith, Anna Mae ..... Knox County
Smith, Effie ..... Knox County
Smith, Diana ..... Knox County
Stewart, Rosa Lee ..... Bell County
Stratton, Jettie ..... Pike County
Tye, Lilydale ..... Knox County
Viall, Verda ..... Knox County
Vincent, Lela ..... Knox County

Wagers, Daisy ..... Clay County
Walker, Mrs. C. R. ..... Knox County
Wilson, Margaret ..... Whitley County

Violin, Reed and Wind Instruments

Alloway, Mabel ..... Perry County
Blair, Robert ..... Whitley County
Blair, Vernon ..... Knox County
Booze, Creely ..... Harlan County
Clark, Myers ..... Whitley County
Clark, Albert ..... Whitley County
Clark, Walter ..... Whitley County
Davies, Ted ..... Knox County
Faulkner, Joshua ..... Knox County
Franklin, Collie ..... Anderson County
Franklin, Cheslie ..... Anderson County
Golden, Reese ..... Knox County
Green, Caleb ..... Knox County
Hawn, Lewis ..... Knox County
Henry, Mary E. ..... Bell County
Hughes, Lowell ..... Knox County
Keith, Jane ..... Clay County
Lawson, Jesse ..... Knox County
Medcalf, Joseph ..... Whitley County
McDermott, James ..... Knox County
McWilliams, Bronzel ..... Knox County
Owens, John ..... Knox County
Parker, Clarence ..... Knox County
Partin, Hugh ..... Knox County
Payne, Ancil ..... McLean County
Richardson, Katherine ..... Knox County
Robinson, Alma ..... Harlan County
Smith, Daugh ..... Knox County
Smith, Anna Mae ..... Knox County
Stark, Robert ..... Harlan County
Starnes, Ruth ..... Knox County
Taylor, Nannie Lee ..... Knox County
Tuggle, Allen ..... Knox County
Walker, Hester ..... Knox County
Weed, Robert ..... Whitley County
Weeks, Abigail E. ..... Pennsylvania
Wilson, Margaret ..... Whitley County
Wyrick, Baston ..... Knox County

Expression

Alloway, Mabel ..... Perry County
Archibald, Darrell ..... Illinois
Black, Evelyn ..... Knox County
Blair, James ..... Knox County
Boatwright, Olin ..... Calloway County
Carnes, Irene .....
Creech, Victoria ..... Harlan County
Fish, Reeda ..... Pulaski County
Franklin, Cheslie ..... Anderson County
Gray, Opal ..... Knox County
Howard, Jakie ..... Bell County
Humfleet, Vera ..... Knox County
Kelly, Mattie ..... Clay County
Lee, Robert ..... Knox County
Lewis, Myrtle ..... Tennessee
Messer, George ..... Knox County
Miller, Ethel ..... Knox County
Newlan, Bertha ..... Scott County
Smith, Idamae ..... Bell County
Stephenson, Uva ..... Harlan County
Stringer, Mae ..... Harlan County
Tuggle, Kenneth ..... Knox County
Turner, Flossie ..... Knox County

Typewriting

Asher, Dewey ..... Clay County
Blair, James ..... Knox County
Blair, Vernon ..... Knox County
Bowman, Ruth ..... Knox County
Burroughs, Flora ..... Grant County
Byble, Charlie ..... Laurel County
Corum, John H. ..... Clay County
Creech, Hazel ..... Bell County
Elrod, Bess ..... Warren County
Fish, Reeda ..... Pulaski County
Hensley, B. F. ..... Clay County
Hensley, Clyde ..... Clay County
Howard, Dora ..... Harlan County
Jones, L. H. ..... Indiana
Lewis, Myrtle ..... Tennessee
Mayo, Mary ..... Knox County
Pope, Fred ..... Knox County
Robinson, Alma ..... Harlan County
Stringer, Mae ..... Harlan County
Wagers, W. O. ..... Clay County

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